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ABSTRACT

Teachers of occupational education need to be continually updated to be aware of the technical changes taking place within occupations in their area of specialization if they are to make occupational training situations more like the real job. The objective of the study is the development and implementation of a system of inservice work experience for teachers. The unique characteristic of the study was the releasing of teachers from regular teaching duties for a minimum of 40 hours. Twelve teachers, representing all occupational areas, participated and individualized programs of personal development were established with the cooperation of the teacher-participants, academic advisors, and business/industrial personnel. An overview of the problem, related studies, procedures, and implementation are dealt with in detail. A model for the development of an inservice work experience program is described in the final chapter. A five-page bibliography and 37-page appendix including project materials, evaluation forms, and participant responses conclude the document. (MW)

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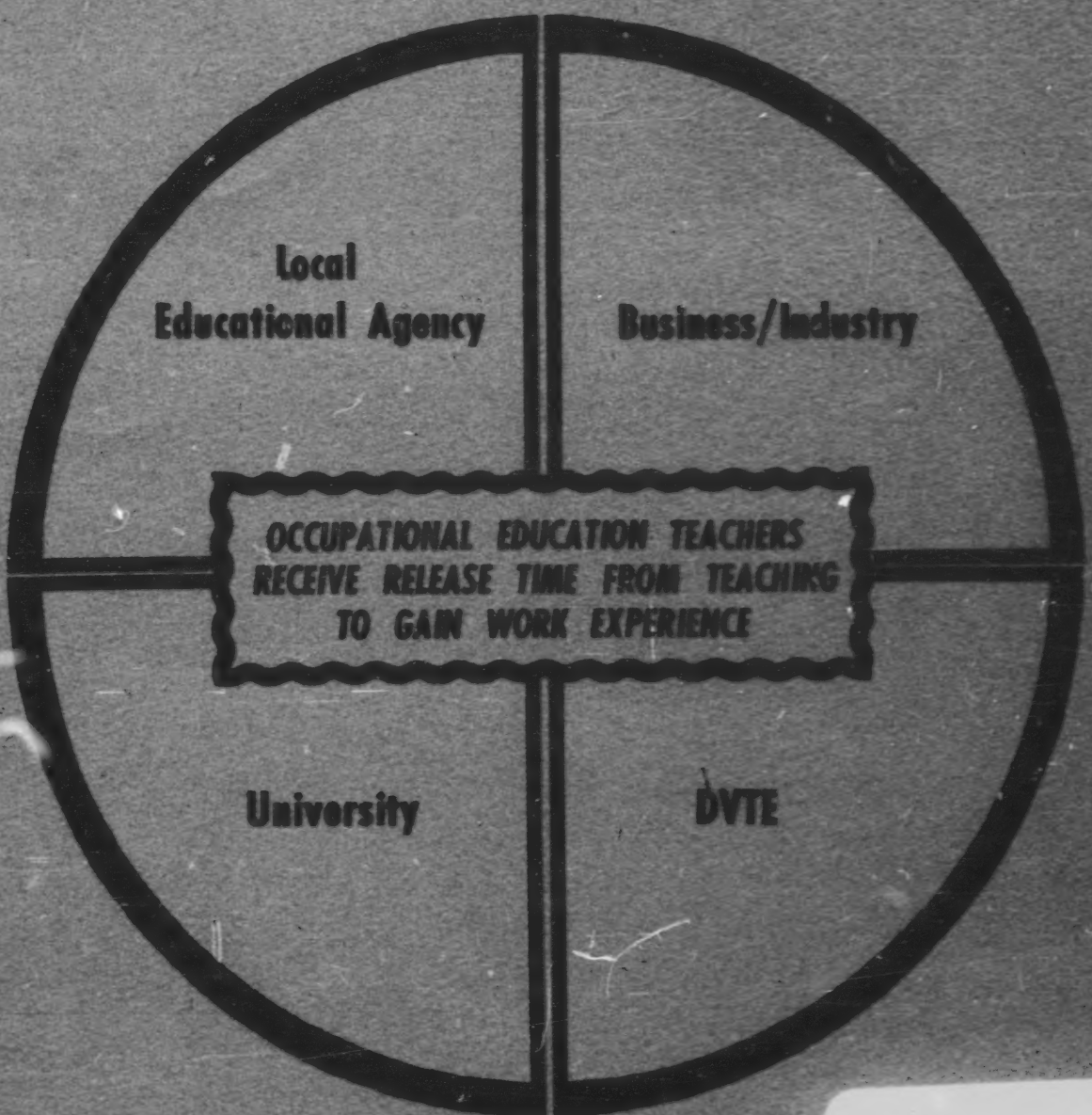
A Cooperative Inservice Occupational Education Program



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FINAL REPORT
Project No. PDT-A4-114

INSERVICE WORK EXPERIENCE INTERNSHIP PROGRAM FOR OCCUPATIONAL EDUCATION TEACHERS

by

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Department of Health Education
Eastern Illinois University
Charleston, Illinois

July, 1974

The project of Inservice Work Experience for Occupational Education Teachers was conducted pursuant to a contract with the Professional and Curriculum Development Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois.

DOCUMENT RÉSUMÉ

The purpose was to develop a descriptive model of inservice education which, if implemented, large numbers of occupational education teachers would gain skill upgrading and work experinces. The unique characteristic involved in this study was the releasing of teachers from regular teaching duties for a minimum of forty hours. Initially there was some question whether school administrators and school boards would grant such released time and whether business/industry would be receptive to providing work and experiences for occupational education teachers.

Various suggestions for the designing of a model were received from Deans and Departmental Chairmen of programs which had preservice work experiences and from an advisory committee composed of business/industrial personnel, occupational education teachers, administrators, and university staff members. Their responses were extremely helpful in establishing responsibilities of all persons participating in this program of cooperative education.

A total of twelve teachers representing all occupational areas, as designated by the Illinois Division of Vocational and Technical Education, were selected to participate. Although monies were provided to pay substitute costs and the school districts did not have additional financial responsibilities, administrators and school board members were somewhat reluctant to give approval for participation. Several expressed concern for present students since there is really no substitute for the regular teacher. The releasing of the teacher for several days was contrary to normal practice and resulted in degrees

of apprehension on the part of some administrators. Therefore, it was necessary to personally contact local school administrators about the program and gain their approval.

Individualized programs of personal development were established with the cooperation of the teacher-participants, academic advisors, and business/industrial personnel. Teachers were asked to identify objectives to be achieved and how these experiences would affect their teaching. Several teacher-participants produced curriculum materials to be utilized in their classrooms. Business/industrial supervisors were extremely cooperative in providing an orientation to and arranging for work stations within their firm or plant. Further accomplishments were that teachers became more aware of the need for this type of training, better understood and appreciated occupations by being able to gain direct experiences, and realized that business/industry would be more than cooperative in the future.

Summary and Conclusions

Cooperative planning resulting in teachers gaining valuable work experiences, which will produce positive results in the classroom, have not occurred due to the lack of an administrative structure and funding. Since many teachers need and have indicated a desire for this type of inservice training, then a state or area-wide administrative structure is needed. Universities, striving to extend services to area communities, could provide the administrative structure by selection of a coordinator, by identification of occupational education departmental supervisors, and by approving academic courses and credit for work experience that result in curriculum changes. A model of such a program is described within the final chapter.

Recommendations

University personnel should make arrangements for graduate credit for work experience. It would be advisable if staff members would develop listings of job stations in which teachers might seek work experiences and achieve special competencies anytime during the year. This program could be administered by Extension and Placement Services.

Local school administrators should describe their program for inservice work experience of occupational teachers in their one-and-five year plans. The district's plan should specifically identify the pursuance of inservice work experience of all teachers. A comprehensive inservice work experience program for teachers would require this kind of excellent assistance and cooperation from LEA administrators.

The Division of Vocational and Technical Education would need to provide funds through special contracts to local school districts or universities in order to implement the program. It would be recommended that the Division reappraise its system of certification of teachers with requirements that teachers maintain a close contact with business and industry in their specialty area.

ACKNOWLEDGMENTS

The Inservice Work Experience Program of Vocational Education Teachers was a joint project by Eastern Illinois University, the Division of Vocational and Technical Education, area school districts, and business and industrial organizations. The success of the project was determined by many persons.

First and foremost, recognition is given to the teacher-participants - George, Norma, Trish, Bob, Jan, Kay, Don, Marilee, Stan, Allan, Ethel, and Terry. These occupational education teachers made the sacrifices necessary to complete their planned program.

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Business and industrial firms are to be commended for their willingness to participate and to assist in developing individual programs. Special acknowledgment is directed to Mrs. Wilma Dehner, St. John's Hospital and Mr. Don Klisares, Caterpillar Company for their participation in advisory committee meetings, for their planning of individualized programs, and for their personal considerations and contributions.

The members of the advisory committee should be recognized for establishing the format and the evaluation committee for suggestions

Particular consideration is directed to Dr. Charles Hempstead, state supervisor of this E.P.D.A. funded project and Dr. Charles Joley, Coordinator of Occupational Education at Eastern Illinois University. Their support and suggestions were immeasurable in providing direction.

Several members of the Eastern Illinois University staff made suggestions and contributions including Dr. Mary Ruth Swope, Dean of the School of Home Economics, Dr. Wayne Coleman, Dean of the School of Industrial Arts and Technology, Dr. Tom Elliott, Department Chairman of Business Education, Dr. Paul Overton, Department of Educational Psychology and Guidance, and Dr. Dayton Chase, Department of Business Education. A special thanks is expressed to Sister Evelyn Melloh, School of Home Economics and Dr. Gene Strandberg, School of Industrial Arts and Technology for supervising credit projects of participants and Dr. Jack Richardson, Department Chairman of Health Education for his assistance in the development of the program. Ms. Beatrice Conley's efforts were deeply appreciated as she assisted in the investigation by completing research and secretarial tasks. Ms. Kay Giberson was an astute reader and typist.

The investigator is especially indebted to Ms. Joyce Felstehausen for her special abilities in developing the proposal, in contributing ideas in committee meetings, and in leadership and inspiration.

The investigator appreciates the time and effort of all.

Carl Sexton

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CHAPTER I

A PROGRAM OF INSERVICE WORK EXPERIENCE

Overview of Problem

Despite the easing of the national teacher shortage there is still a critical shortage of fully qualified occupational education teachers. One of the problems identified in occupational education is the continuing development of inservice experience. Our rapidly changing technology can create new occupations and eliminate others in a relatively short period of time. Job tools, materials, and techniques change as new processes evolve. Teachers of occupational education need to be continually updated to be aware of the technical changes taking place within occupations in their area of specialization if they are to make occupational training situations more like the real job. Felstehausen[1] noted that one out of every four high school occupational alumni throughout Illinois who responded to her survey indicated that the training they received needed to be updated -- more like the real job. To accomplish this end, an inservice education program is needed which will enable occupational teaching personnel an opportunity to acquire and update knowledge and skills areas. This practical experience will then enable them to devise more effective learning activities and materials for preparing students for the world of work.

The past development of inservice work internship activities for teacher skill upgrading has been a frustrating process. A review of literature has shown that programs are almost non-existant which employ

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[1]Felstehausen, Joyce L., Followup Report on Illinois "Class of '71 Occupational Program Alumni," The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, June, 1973, p. 46-47.

imaginative cooperative ventures between the educational community and the business/industrial sector for the upgrading of occupational education personnel. Although the Division of Vocational and Technical Education has recognized this need for years and have requested school districts to describe inservice education programs as part of the Local District One and Five Year Plan for Occupational Education,[2] there is no evidence to indicate that school districts are developing comprehensive inservice education programs. Furthermore, educational institutions of higher learning have only initiated minimal opportunities for teachers to gain credit through observing business/industrial techniques and/or gaining work experience. Some teachers do work in the summer and gain valuable experiences while others have sought employment in areas of high skill development rather than in areas of professional need. If occupational education teachers are going to meet the challenges to provide students with employability, then they must maintain close contact with changes in technology and practices of businesses and educational organizations need to assist in facilitating this pursuit.

Narrative Description

The intent of this project was to identify ways in which occupational education teachers could receive release time from their teaching position and pursue an educational need that can only be achieved in observing and working in businesses and industrial plants. Some people might respond to this concept, which required the teacher to be released from his/her

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[2]Division of Vocational and Technical Education, Criteria for Program Approval and Financial Support, Bulletin No. 4-673, Division of Vocational and Technical Education, Springfield, IL, July, 1973, p. 8.

teaching situation, as being totally impractical. It is generally accepted that some teachers spend their summer months working in business and industry partially to increase their yearly income but also to gain practical hands-on-experience that will assist them in teaching. However, one must recognize that there are some teachers who place a high priority on the off-school days during the summer and would not seek work experiences. If a program of inservice training is to reach the greatest number of persons possible, then the program must attempt to provide opportunities for some teachers to gain this experience during the school year. This was a basic criterion, that the school districts were to release their personnel for a minimum of 40 hours to gain various types of work experiences.

The project was to be conducted during the Spring Semester, 1974. The major objectives were listed as follows:

1. To design and develop a cooperative program with business and industry for providing on-the-job inservice directed work experiences which will upgrade occupational education teachers who have limited work experience outside of teaching.
2. To recruit, identify and enroll a maximum of 14 teachers now teaching occupational education in the public schools to serve as a means of validating the processes and procedures proposed in the program.
3. To evaluate the processes and procedures implemented in the validation phase to determine program improvements and the feasibility and costs in providing such a program for larger numbers of teachers in Illinois.
4. Prepare a report of the project with recommendations for further actions.

Other pursuits were to seek university members as substitutes and to provide an opportunity for teacher-participants to receive academic credit for completing work experience and curriculum development activities.

To achieve the above objectives, major project activities were described to include the following:

1. Identification of an advisory committee for validation of program design.

2. Design and development of a delivery system for assisting individual teachers in obtaining and updating technical knowledge and skills.
3. Meet with the advisory committee to review, evaluate and refine proposed program.
4. Identify target population and enroll them for credit.
5. Validate the proposed delivery system using 14 inservice occupational education teachers.
6. Hold evaluation conference with interns and participating employers to identify strengths and weaknesses of the program, determine program improvements and identify further actions steps.
7. Determine costs and feasibility of program expansion.

The Division of Vocational and Technical Education's primary responsibility is the development of new programs and the improvement of existing occupational programs. One way to affect change is to encourage occupational instructional staff to periodically work in business or industry for which they are preparing students. This will result in teachers being able to design more effective learning experiences. Hopefully, results and recommendations from this study will be valid, and if pursued, will result in large numbers of teachers in Illinois pursuing work experiences.

Emergence of a System or Model

The ultimate goal or objective of this study and other related projects is the development and implementation of a system of inservice work experience for teachers. The literature reveals few studies or programs which have been designed to provide a planned cooperative program with business and industry. According to the Request for Proposal (RFP) from the Professional and Curriculum Unit, Illinois Division of Vocational and Technical Education, "Historically one of the better strategies for improving the quality of occupational instruction within local education agencies is to allow and encourage members of the instructional staff to periodically work in the business or industry for which he/she is preparing students. Such a program allows the teacher to practice and expand the skills and

knowledges which industry expects of the graduates of the occupational programs. Such programs for the inservice education of teachers have been used extensively in other parts of the nation, but in Illinois only very limited programs have emerged."[3]

Appelgate[4] further revealed the lack of a system in Illinois for providing inservice work experience. His survey instrument was sent to a random sample of occupational administrators in Illinois public education institutions. The following results were stated:

> There was a strong feeling among respondents that a need existed for inservice development of career education personnel; 97 percent of those responding indicated that a need existed for this type of activity and over-half (56 percent) indicated that they saw "major need for inservice development."[5]
>
> Nearly one-half (46 percent) of the respondents felt that the institution itself should carry the greatest share of the responsibility for inservice development. Additional comments written by respondents indicated that local institutions should not necessarily conduct all inservice development but that they had the major responsibility and reason to insure that something was done to improve performance.[6]

According to other comments from occupational education personnel, teacher education institutions are not innovative in developing inservice occupational education offerings.

> How well are public teacher education institutions doing in providing an adequate variety of inservice offerings for career education personnel? According to the respondents; not very well. While only 15

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[3]Division of Vocational and Technical Education. Request for Proposal (RFP), Topic: To Design and Develop a Program of In-service Work Experience for Occupational Teachers. Unpublished Paper, 1973.

[4]Appelgate, Wm. K., "A Research Survey of 110 Administrators of Occupational Programs," Illinois Master Plan for Personnel Development in Career Education. Report of Project No. PDT-A2-117. Springfield, Ill., July, 1972.

[5]Ibid., p. 42.

[6]Ibid., p. 42.

> percent indicated a positive response, two-thirds of the respondents felt that such institutions were not offering an adequate variety of inservice activities.[7]
>
> Yet, in ranking preference for various types of inservice development activities for career education personnel, such on campus instruction ranked eighth among nine alternatives. First choice was off-campus course offerings by teacher training institutions, and short duration workshops during the summer and during the school year took second and third spots respectively. . . . Moving programs off-campus to where needs are and personnel are employed is a needed first step.[8]

If inservice work experience is so important to the improvement of instruction, then personnel representing universities, local educational agencies and the Division of Vocational and Technical Education will have to systematically plan a greater number of new and innovative cooperative programs with business and industry. Administrative personnel from all three units will need to identify strengths of teachers and need of competencies, to determine incentives necessary for participation. to remove economical barriers, and to support certification and professionalism. A system would include an administration struction that would vacilitate easy access to cooperative educational opportunities.

In this study, the investigator identified five groups - occupational education teachers, local school administrators and board members, business/industrial employers, university personnel, and Division of Vocational and Technical Education staff members as key groups to the success of the project. With these groups in mind, a simple model was described.

Project approach

Input - (Advisory committee, composed of members of the 5 groups)

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[7]Ibid., p. 42.

[8]Ibid., p. 42-46.

assist in designing and developing a cooperative program between teachers and business/industry for graduate credit.

Process - integrate information found in the literature with suggestions of the advisory committee. Develop procedures to be followed in project.

Implementation (small scale) - recruit and enroll up to 14 teachers now teaching occupational education in public schools as a means of validating the processes and procedures proposed - minimum of 40 hours and up to a maximum of 20 days on the job. Monies are available to pay for the substitute and mileage.

Monitor results - supervision by university personnel and/or reporting by preceptor and participant.

Evaluate results - hold evaluation conference; request all interns and participating employers to attend group sessions to appraise their experiences and identify strengths and weaknesses of the program.

Large scale implementation - re-design and determine cost of the system so large numbers of participants might seek these experiences that will improve the teaching of occupational subjects.

In conclusion, the function of a model or system is to achieve some preconceived objective. In this study the objective is the description of a cooperative program with business/industry that would meet a critical need for upgrading occupational education teachers. The designing of a comprehensive program that realizes the participation of a large number of teachers would surely include what has been successful in the past and consider what is necessary for change. These questions are posed for thought. By what methods can the present system be changed? Are there more efficient incentives possible? What are the financial requirements to bring about change? What are the limitations which might prevent

participation on the part of teachers, administrators, business and industry, university programs, and involvement of D.V.T.E.?

CHAPTER II

RELATED STUDIES ABOUT COMPETENCIES AND INSERVICE EDUCATION

Competencies Necessary for Personnel Development

One of the initial activities was to search for information that might identify broad based cluster work experiences needed for successful teaching of occupational skills and knowledge. In conjunction, the investigator was hoping to find listing of tasks required or competencies needed to be a teacher in areas of certain technical areas or needed to fulfill a specific teaching function such as a teacher of clothing design or cabinet making.

Today much discussion is taking place regarding such topics as individualized instruction, competency-based instruction, task or job analysis, behavioral objectives, performance-based or personal development programs. However, there is limited material in the literature which describes general requirements or competencies of occupational teachers, let alone detailed description of behavioral objectives which should be exhibited by teachers in specific subject areas. If studies of this nature were available, then during a pre-session prior to work experience, a teacher might be more apt to identify his or her needs, and strive for work experiences which might fulfill these needs. Self-assessment without these guidelines is difficult.

To date, the literature indicates the major emphasis has been placed on the identifying of general competencies of occupational education teachers or administrators. Purposes of identifying these general competencies are to improve the design of preservice and inservice educational instruction, to further develop techniques of evaluation and performance

of school evaluation teams, and to consider competencies for a basis of certification.

Personnel in the State of Illinois have been concerned about competencies of all occupational teachers as related to program evaluation. The Summary Report[1] describes competencies needed by staff members in the following areas: Philosophy, Organization and Administration, Educational Programs and Long Range Planning, Financial Resources, Staffing, Physical Facilities-Equipment, Placement and Follow-up, and Community Relations and Learning Resources. Appelgate,[2] in a project sponsored by the Illinois D.V.T.E., originally submitted a list of 164 potential competencies to a jury of experts. This listing was then reduced to 90 competencies. By the use of factor analysis, 70 competencies eventually were identified as "very important" or "one of the most important." At another Illinois D.V.T.E. conference, Vogler[3] expressed the notion that "the ideal occupational teacher should evolve from a teacher training program as a dual-prepared person, possessing competencies of an occupation and competencies of the profession of teaching." According to the Summary Report[4] it is the intent of the Division of Vocational and

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[1]Illinois Division of Vocational and Technical Education, Illinois Vocational Teacher Education Conference on Competencies Development, Summary Report, Illinois Board of Vocational Education and Rehabilitation, Springfield, Illinois, 1970.

[2]Appelgate, William K., Competencies for Developing Occupational Teachers, Southern Illinois University, Carbondale, Illinois, September, 1972, p. 74-75.

[3]Vogler, Daniel E., "Identifying and Validating Professional Occupational Teacher Education Competencies," Vocational Teacher Education Competencies Conference II, Sheraton Inn, Springfield, Illinois, May 1-3, 1972.

[4]Illinois Division of Vocational and Technical Education, op. cit., p. 30.

Technical Education to incorporate these results and information from future sessions on competencies into a master plan for professional development. According to the investigators[5] at Illinois State University, in Preservice Occupational Program Project, several vital sources for competencies were utilized. Primary sources of professional competencies needed by students in undergraduate education programs were identified in writings or through personal interviews with Appelgate, Southern Illinois University, Cornell, Ohio State University, Horner, University of Nebraska, Vogler, Michigan State University, Brinkley, University of Kent, Cook, Wayne State, and Wright, University of Wisconsin. Evidently the I.S.U. project team felt that the above named persons have done the most significant research in the preservice areas of teacher education pedagogy and identification of competencies.

The trend exists towards a performanced-based or competency-based instructional program. This would be a logical follow-up of the emphasis of the past 5-10 years towards the development of occupational course objectives stated in behavioral terms. An example of this type of effort and research is a study by Courtney[6] in which he identified common competencies of all occupational teachers by use of a questionnaire-teacher response technique and factor analysis. One major result was to develop commonality courses for occupational education students based on these identified competencies.

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[5]"Progress Report of the Preservice Occupational Education Program," P.O.P. Conference, Illinois State University, Normal, Illinois, May 1, 1974.

[6]Courtney, E. Wayne and Halfin, Harold H., "A Factor Analysis of the Training Needs of Teachers of Occupational Education," Competencies of Vocational Teachers, Oregon State University, Corvallis, Oregon, August, 1969.

Model programs on competency-based instruction are developing throughout the United States. The C.O.P.E.,[7] Competency-Oriented Personalized Education Program at Washington State University, consists of four levels associated with the teaching-learning act of prospective teachers. These are knowledge, simulation, apprentice, and intern. Students in this preservice education program, must demonstrate and illustrate competencies in the act of teaching. The University of Nebraska[8] has developed a performance-based program in which students are measured for their ability to state behavioral objectives, to evaluate performances on the basis of instructional objectives, to demonstrate skills in asking questions and selecting learning activities, to use appropriate instructional skills, and to apply reinforcement principles. At the conclusion of their educational program, students rated their performance-based experiences better than student teaching. Weber State College started a performance-based teacher education program in 1970. According to Burke,[9] conclusions indicate that "students and faculty are working harder than previously, students are learning more teaching skills than previously, the student-faculty relationship is friendlier and more cooperative, and students willingly accept and carry out responsibility for decisions concerning their own preparation."

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[7]The C.O.P.E. Program at Washington State University, Pullman College of Education, Washington State University, Pullman, Washington, 1972. (ED 079 278)

[8]Sybouts, Ward, "Performance-Based Teacher Education: Does It Make A Difference?", Phi Delta Kappan, Vol. 54, No. 5, January, 1973.

[9]Burke, Caseel, The Individualized, Competency-Based System of Teacher Education at Weber State College, AACTE PBTE Series No. 2, AACTE, Washington, D. C., March, 1972, p. 17-19.

At Illinois State University the Preservice Occupational Program or P.O.P.[10] involves a joint effort of university personnel primarily from the Department of Home Economics and Industrial Technology. The major purpose is to effect curriculum change by developing a competency-based instructional program that would involve all occupational education students. Change is contemplated to satisfy (1) a need to eliminate duplication within the combined Departments of Home Economics and Industrial Technology, (2) a need to adjust offerings to meet new trends in teacher education, and (3) a need to better coordinate interdepartmental efforts associated with the professional education courses needed by HEIT education majors. Specifically, P.O.P. will be building a competency-based occupational teacher education model and detailing a set of competencies for preparation of instructional personnel in all occupational areas.

A somewhat different approach is presented by Peterson[11] in that he considers competencies required of vocational teachers, as well as the related critical dimensions of identifying sources of teachers and recruitment techniques. Little attention has been given to identification of teacher competencies in job openings and recruitment and hiring a teacher that possesses those identified job competencies.

Another dimension in competency identification and appraisal relates to certification. Appelgate[12] theorizes that maybe the "recent interest

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[10]"P.O.P. Progress," Newsletter, Unpublished Report No. 1, Competency-based Teacher Education Project, Illinois State University, Normal, Illinois.

[11]Peterson, Roland, Review and Synthesis of Research in Vocational Teacher Education, The Center for Research and Leadership Development in Vocational and Technical Education, Ohio State University, Columbus, Ohio, January, 1974.

[12]Appelgate, op. cit., p. 24-25.

in competency-based teacher education is the cause or result of a current wide spread interest in revitalizing the practice of certification." He indicated that the momentum for performance oriented certification is evidenced in Illinois and is being designed or investigated in many other states.

The Annual Evaluation Report[13] of the State of Illinois Advisory Council on Vocational Education is based on observations of its members, on discussions of members with other lay persons and educators, and on information or studies described by the Division of Vocational and Technical Education and other agencies. The Advisory Council members stated that they had been listening for answers to several questions, two of which are: Why does not State certification require a background in career education and work experience for all teachers and guidance counselors? Why are educators "lackadaisical" about competency-based criteria-assessment or accountability by which performance could be rated on a tangible but simplicitic (sic) scale more or less akin to a batting average? These questions and other observations made by the Advisory Council members show a concern for professional development, certification, and preservice and inservice education. The Advisory Council plans to work closely with the State Board on the implementation of a state-wide master plan for teacher preparation in occupational education. Pertaining to professional certification, the committee felt that this program should be continually assessed to determine the quality of Vocational Education. In the summary statement, the council says "any meaningful change must

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[13]Annual Evaluation Report FY 1973, Advisory Council on Vocational Education, Springfield, Illinois. December, 1973, p. 3.

be directed to the human elements; the administrators, teachers, and counselors. Their need is for an inservice program to upgrade their skills. This, in turn, triggers the necessity for change in the pre-service teacher education programs of the teacher training institutions."[14]

According to Ely,[15] "performance-based teacher education is having great impact on state education departments, especially as it concerns certification of teachers." He further explains that certification agencies have not been completely satisfied with present approaches but have been reluctant to voice their misgivings due to uncertainties involved in a more direct form of teacher evaluation. Ely[16] indicates that the Arizona Board of Education, dissatisfied with current certification practices, are funding a re-certification model based on performance criteria. The Board believes that performance-based re-certification will cause an emphasis on viable inservice training, self-evaluation, and growth of every teacher. Ely states that, "if adopted, the effect on graduate education will be profound."[17] In 1972 at the 6th Annual National Voc-Tec Teacher Education Seminar, it was reported that "new certification requirements for teachers of occupational subjects in New York State require work experience. Accordingly, the Department will ask the institutions of higher education for evidence that only appropriate occupational experience will be accepted. To implement this kind

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[14] Ibid., p. 4.

[15] Ely, Ron H., Performance-Based Professional Education Inservice Needs of Secondary Level Occupational Teachers in New York State, New York State Education Department, State University of New York, New York, June, 1973, p. 42. (ED 079 551)

[16] Ibid., p. 44.

[17] Ibid., p. 44.

of experience and "careful assessment" will demand considerable change in current practice for many institutions preparing teachers."[18]

The literature on competencies provided limited assistance in teacher assessment or establishing performance objectives of teacher-participants. Most of the research was in preservice areas focusing on the use of competencies. The material was not directly related to identification of competencies gained through work experience or training competencies needed by specialized occupational education teachers.

Need for Inservice Education

The expressed need for inservice education probably goes back to the initial setting of standards for teachers. It is an idea which has never really nurtured or grown. Persons have been hired to teach who have the occupational competencies but have limited orientation to the classroom setting. On the other hand, in teacher preparation institutions many students complete their undergraduate degree in an occupational subject area with limited experiences and competencies in that occupation. According to Nichols, "As one examines teacher preparation in vocational education it becomes readily apparent that two types of internships are appropriate and desirable: (1) the professional internship in which an individual with occupational experience and competency serves the internship in a school setting, and (2) the occupational internship in which an individual with professional preparation serves an

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[18]Gorman, Anna M. and Clark, Joseph F., Editors, Sixth Annual National Vocational and Technical Teacher Education Seminar Proceedings, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, March, 1973, p. 197.

internship in an occupational setting to gain experience and competency in that occupation."[19] If one further examines the needs of occupational education teachers in the field, the internship might be very extensive for teachers with limited work experience in their area. For the experienced teacher, both professionally and occupationally, the internsnip might be relatively short in duration in order to become aware of new methods, materials, and equipment.

Sometimes teachers reflect back and say "I've done that!" or administrators will say "He's done that!" Contrary to that point of reference is the case of an instructor presently teaching in a junior college agricultural mechanics program after working 22 years in a farm implement shop. This past year, realizing that there had been many technical advances developed in his specialty area, he applied and received a sabbatical leave to attend industrial training programs and to gain hands-on experience in a private business concern. He realized that many technical changes had occurred in a short six years. Today he professes great satisfaction from getting back to the world of work and modernizing of his curriculum offering.

It seems quite apparent today as one visits, particularly in area vocational schools, that persons are being hired to teach occupational courses with limited professional preparation. Gorman and Clark report that "teacher education is having the same thing happen to it as the public schools are having happen to them. Employers said to the public schools, your product does not meet our needs. In many places in this country the public schools are saying to teacher educators, your product

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[19]Nichols, Charles W., "Internships for Prospective Vocational Teachers," National Business Education Quarterly, Vol. 38, Winter, 1969, p. 7-12+.

does not meet our needs and we are going to start training them ourselves."[20] One may readily conclude that there is a definite need for preservice work and inservice work experience and professional preparation.

Support of the Concept of Inservice Work Experience and Internship

For clarity it should be mentioned that inservice work experience and internship is an educationally planned program designed to provide broad occupational experiences and achieve competencies through planned situations. Hill places further constrains by defining inservice education as "the continuing education of a person who has previously developed the basic competencies required for entry into a position on the teaching team. The purpose of inservice education is to improve the educator's performance within his or her current educational role, a role for which he or she previously has been prepared."[21] This meaning is contrasted to the common practice of labeling any formal program beyond the baccalaureate degree as "inservice."

The literature strongly supports the concept of occupational education inservice programs including planned programs of work experience activities. Hill[22] describes ten assumptions implicit in the updating

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[20]Stamps, B. J., "Reaction to Tenets from Local School Point of View" in Sixth Annual National Vocational and Teacher Education Seminar Proceedings, Gorman, Anna M. and Clark, Joseph F., Editors, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, March, 1973, p. 68-69.

[21]Hill, Alberta D., "Assumptions Underlying Inservice Vocational Teacher Education Programs" in Changing the Role of Vocational Teacher Education, Evans, Rupert N. and Terry, David R., Editors, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1971, p. 73.

[22]Ibid., p. 75-83.

and upgrading of a vocational education. The first assumption emphasizes the need for inservice education.

> It is imperative that vocational educators continue to improve their performance and to keep up-to-date in: (a) The discipline(s) which provide the subject matter, the basic knowledge for an occupation, (b) the occupational field which is the source of the skills, procedures, and knowledge for occupational education, and (c) new educational processes and methods derived from current research and experimentation.[23]

Hill further stresses that keeping abreast of knowledge of the field, however, does not insure an understanding of the practical application of this knowledge in employment situations. The educator must have the ability to use and understand theory and understand modern practical methods, organizational structure of business, and utilization of equipment which is gained in employment situations.

Other sources reveal these opinions:

> Inservice education provides the vehicle by which new knowledge, services and techniques may be brought to bear upon immediate problems of a teaching faculty in its efforts to define, evaluate, and find solutions to problems related to instruction and curriculum organization.[24]

> Office experience is highly desirable for adequate content presentation in the classroom. The more varied the experience the better; but in any case, there is no substitute for on-the-job office experience.[25]

> Basic reasons for providing actual job experiences. Job exploration: To find out what the adult world demands. . . . Skill application: To test out what has been learned, to test theory (principles) against actual practice. Skills development: To learn skills on equipment and systems not available in the school. . . . Integration and

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[23] Ibid., p. 75-83.

[24] Leep, A. G., "Developing More and Better Inservice Programs," Clearing House, Vol. 43, October, 1968, p. 113-116.

[25] Putney, A., "Secretarial Teachers Need Office Experience," Business Education World, Vol. 47, June, 1967, p. 14+.

> polished performance: Performing a set of tasks found in a real office. . . .[26]
>
> High quality supervised occupational experience will probably be the key to the success of vocational agriculture.[27]
>
> . . .we can evaluate what we are already offering the young people in our schools . . . . what we can do is to make the learning process more relevant to the outside world.[28]
>
> Counselor testimony regarding the unique feature of this project--the work sample exposure--indicated that more knowledge was garnered about careers and career training through this experience than had ever been gained through books or formal guidance classes.[29]

Educational sources have explicably supported inservice work experience programs. What about business and industries desire to participate, especially in training and work experience programs for teachers?

Some readers might be leary of the willingness of business/industry to cooperate in teacher training endeavors. Definitely business/industry has assisted significantly in the past in high school cooperative education and C.W.T. programs when employment of high school students might result in continual employment after graduation. However, what would be the response or incentive in a work experience program for occupational teachers?

Connors, a corporate director, feels "it is quite likely that industry is more willing to be a part of a system which will insure such

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[26]Haines, P. G., "Reality of Job Experience Projects," Business Education Forum, Vol. 26, February, 1972, p. 24-25.

[27]Woodin, R. J., "Occupational Experience in Agricultural Education," American Vocational Journal, Vol. 42, September, 1967, p. 25-27.

[28]Lowman, L. J., "Planning Inservice Programs for Professional Upgrading," American Vocational Journal, Vol. 46, November, 1971, p. 50-51.

[29]Counselor Awareness Program for Vocational Education. Final Report, Kanawha County Board of Education, Charleston, West Virginia, 1972. (ED 068 652)

development. It's to industry's advantage to have well-trained effective teachers in our vocational school systems."[30] At a conference on personnel development, the speaker described a comprehensive personnel development system and industrial success, "come to industry and ask for assistance in training vocational teachers in almost any area and industry will respond quite positively. That is something it's capable of doing and quite well."[31] Although there may be some problem in placement in union shops or in health facilities, in general one can say that business/industry has assisted in the past and there is no indication that they will be less likely in the future.

Another facet of the ability of major industry to respond to inservice education is the development of industrial in-house personnel training programs with competent leadership. These training directors and industrial instructors have innovative training programs and utilize the most recognized teaching methods. Personnel of this caliber are excellent to coordinate educational programs for inservice occupational teachers. These leaders may also be available for direct service to a school district as members of an advisory committee, to make class presentations, or in exchange programs.

Co-op college programs are an excellent example of business/industry working with university personnel. Although co-op college programs have

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[30]Connors, John F., "Industrial and Vocational Education - Partners?" in Competencies of Teachers: Vocational Education Shows the Way, Evans, Terry, and Thompson, Editors, U. S. Government Printing Office, Washington, D. C., 1972, p. E-9.

[31]U. S. Department of Health, Education, and Welfare, Comprehensive Vocational Education Personnel Development and Utilization, Office of Education/Bureau of Adult, Vocational and Technical Education, U. S. Government Printing Office, Washington, D. C., 1972, p. 239.

existed since the start of the century, Co-op college personnel in universities, colleges, and junior colleges are now rapidly extending the opportunities for students to gain work experience. Moss describes a preservice co-op program for prospective teachers.

> "A viable alternative approach is the conduct of cooperative education programs for prospective career teachers. For example the student may be expected to spend from one to two years of a five-year teacher education program in supervised work experience for which he receives college credits. Sometimes, students can work full-time during the day and attend evening classes. The planned and supervised work experiences that are provided have several potential benefits: (a) The kind and amount of job and activities can be chosen to satisfy individual student requirements; they can provide highly specialized in-depth experiences or be drawn from a wide range of occupations, occupational clusters, or even occupational fields; (b) on-the-job experiences can be articulated with in-school experiences and analyzed to highlight their instructional significance; (c) firms can be chosen that utilize "advanced" practices to insure that future teachers will at least start their profession by being ahead of the current "average" in the field; and (d) the increased liaison with business and industry can only be profitable to teacher education programs and staffs."[32]

Co-op programs that are planned with practical experience in the student's major field allow for the development of competencies needed during initial years of teaching. This further utilization of business/industrial organizations reveal the ability and desire to assist educational institutions in personnel development.

Few studies or descriptions of inservice work experience programs for teachers were found. Likewise, seldom will one hear of a graduate program which provides for credit for cooperative programs with business and industry. At Eastern Illinois University, a couple of departments

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[32]Moss, Jerome, "Assumptions Underlying Preservice Programs for Beginning Level Vocational Teachers" in Changing the Role of Vocational Teacher Education, Evans, Rupert N. and Terry, David R., Editors, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1971, p. 55.

have graduate courses listed in which students might gain work experience: however, seldom does a student sign up for these programs. There seems to be a lack of advertisement and arrangement for participation. The University of Illinois and Southern Illinois University have offered a course which requires a planned program of work experience in an agricultural area. Also, Indiana State University offers minimal opportunities for co-op programs at the graduate level. One cooperative program to be launched next year at Adelphi University, New York, is limited to graduate students in the School of Business Administration and in the proposed School of Banking and Money Management. Personnel at the Adelphi University are presently identifying stations among metropolitan New York firms.[33]

There have been several attempts to utilize the expertise of business and industrial personnel while developing competencies of teachers through exchange programs. One study[34] reported this interaction created a meaningful experience in cooperative education and resulted in improving teaching competencies "in serving youths with special needs." It was revealed that both vocational teachers and business/industrial representatives expressed a greater appreciation and understanding. However, in the conclusion, the author indicates that there was some difficulty in certain situations to gain cooperation from agencies.

Connolly and Maquire[35] describe a unique research model titled

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[33]Bender, James F., Letter concerning a cooperative program at Adelphia University, Garden City, Long Island, New York, February 19, 1974.

[34]The Professional Internship Exchange Program in Vocational Education, Eastern Washington State College, Cheyne, Washington, 1971-1972, p. 54. (ED 069 889)

[35]Maquire, Louis M. and Connolly, John A., "Employer-Based Career Education: The RBS Model" in Sixth Annual National Vocational and Technical Education Seminar Proceedings, Gorman, Anna M. and Clark, Joseph F., Editors, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, March, 1973, p. 41-61.

Employer-Based Career Education which utilizes the services of business and industry in career exploration. They believe the vast potential of employers for providing career education has never been fully exploited or even systematically explored. They expressed the following views:

> . . . employers of all kinds are beginning to recognize an obligation to contribute to the educational process.
>
> Most employers are uncertain about the role they might play in the educational process; communication between educators and employers is typically poor; administrative and legal barriers sometimes hinder close cooperation; and some employers are unable or unwilling to risk financial loss. Therefore, a central problem of the present effort is to explore the extent to which employers can contribute to education.
>
> There are as many reasons for employer participation in the program as there are employers willing to participate. Some employers recognize an obligation to contribute to education; others are motivated by public relations; and still others influenced by strong appeal from the local Chamber of Commerce. Tax credits, financial reimbursement for expenses, the possibility of getting better-trained employees, the belief that business can educate students better than schools--all play a part in the decision of some companies.[36]

Responsibility for Inservice Education

It has been expressed that educational authorities recognize the importance of a continuing program of self-assessment and inservice education. Likewise it has been pointed out that business and industry has cooperated in various types of skill upgrading and work experience for students at different levels. However, there has not developed any extensive program of internship for teachers. Who is responsible for providing a means so skill upgrading and work experience may be achieved?

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[36]Gorman and Clark, op. cit., p. 50-52.

Evan's suggests that "the responsibility for inservice education falls squarely on the shoulders of the individual teacher."[37] He recognizes that local school districts, professional and occupational organizations, state education agencies, employers of vocational education students and institutions of high education all have obligations to provide opportunities that meet the teacher's need. A major weakness, stressed by Evans, is the lack of effective administrative structures to facilitate inservice education planning.

Another source[38] indicated that there is a move toward inservice education being planned and conducted by local education agency especially in states where laws permit LEA's to provide inservice education for certification renewal credit. A belief that a trend as described should motivate colleges and universities to consider extending their services off-campus is expressed. The concept of the LEA playing this role becomes more understandable as elementary and secondary education staff members complete a terminal degree, become tenured and become permanently located. The teacher surplus and lack of mobility to other communities and into industry allows the local education agency to design on-going inservice education programs.

A study which investigates the value of inservice education for nurses presents the following statements.

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[37]Evans, op. cit., p. 194.

[38]Keller, Louis J., "Preservice Preparation of Teachers for Career Education" in Sixth Annual National Vocational and Technical Education Seminar Proceedings, Gorman, Anna M. and Clark, Joseph F., Editors, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, March, 1973, p. 119.

> The philosophy held by administrative personnel toward inservice education premeates every aspect of a problem. This philosophy should be carefully defined, understood and accepted as part of administrative policy. It may be expressed in terms of premises, beliefs, tenents, or convictions. For example, the inservice education program might be based on the following:
>
> A conviction that improvement in quality of nursing care is principally brought about through nursing staff development.
> A belief that administrative staff personnel have an obligation to provide opportunities for staff to acquire and improve skills, knowledge, and competencies.
> A premise that every member of staff willingly assumes opportunities to improve their abilities.
> A belief that all nursing personnel strive for success in their jobs.
> A conviction that every member of the staff has a potential for personnel growth and the capacity to learn and develop improved job effectiveness and efficiency.[39]

These beliefs that management has the over-all responsibility for inservice programs for nurses could be related to the role that local administrators should assume in providing inservice educational opportunities for teachers.

In conclusion, one of the greatest failings of teachers, local administration, and university personnel has been their inability as professionals to organize appropriate and continuing programs for inservice education. Even when inservice programs have been arranged, major criticism was the lack of relevancy. Since many programs are developed for diverse groups rather than individually tailored to a teacher's need, this criticism seems justified. For inservice education to become a viable part of the total educational program of teachers, innovative and individualistic approaches will be required.

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[39]Mayne, Marion S., A Guide to Inservice Education for Nursing Personnel in Nursing Homes, University Extension, California University, Los Angeles, California, p. 75. (ED 078 272)

Stadt reaffirms these points by saying,

> "to serve master teachers, several segments of the profession must make some changes. Local agencies must permit rank and pay advances on other than fisheats (sic) -of university-credit bases. Advanced work experience must be the mode not the rarity for master teachers at the 11-14 levels of career education. Summer work experience for orientation-level and K-8 teachers should also be rewarded. Counsellors and other ancilliary personnel could benefit more from experiences in firms and agencies in the employment community than they do from many university-sponsored experiences. Universities will need to acknowledge other than regular credit producing experience in masters degree programs. Hopefully, there will be contractual, partnership relationships between universities, local agencies, the D.V.T.E., professional associations, and hardware and software suppliers to undertake the continual updating function."[40]

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[40]Stadt, Ronald W., "Acquiring and Maintaining Competencies Through Other Sources" in Competencies of Teachers: Vocational Education Shows the Way, Evans, Terry, and Thompson, Editors, U. S. Government Printing Office, Washington, D. C., 1972, p. H-8.

CHAPTER III

PROCEDURES AND IMPLEMENTATION

The ultimate goal of this study was to develop a descriptive model which, if implemented, large numbers of occupational education teachers would gain skill upgrading and work experiences. To gain information on how a large scale program might be achieved, various steps were designed to provide work experience for a maximum of 14 teachers from all occupational areas. Monies were available from the Division of Vocational and Technical Education for instructional support (allowance for paying substitute teacher and/or mileage).

The first step was to seek related material. Two subject areas were gleaned, inservice occupational education and competencies of occupational education teachers. The investigator found research on inservice education disappointingly scanty for a program that has been an integral part of teacher education for many years. The literature on competencies of occupational teachers is almost nonexistent at least at a level which might be utilized for teacher evaluation and appraisal in a specific area.

The research being done by P.O.P.,[1] Preservice Occupational Program Project at Illinois State University, is definitely needed, not only for identification of competencies but for the development of methods to achieve competencies. In this study it would have been extremely helpful if there were listings of teacher competencies for each specific occupational area such as cabinet making or welding. Some teachers felt

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[1]"P.O.P. Progress," Newsletter, Unpublished Report No. 1, Competency-based Teacher Education Project, Illinois State University, Normal, Illinois.

the need for training but had some difficulty in describing behaviorial objectives that they needed to achieve. It then really becomes confusing to describe expected outcomes if one is not sure what business and industry has to offer in a specific area.

The task analysis studies completed at UCLA[2] in health occupations which identifies tasks required in certain specific occupations (e.g., Hospital Radiological Technologist) is a type of study that needs to be done in other occupations. A study completed by McCutcheon[3] identified competencies needed to become an automobile mechanic. Studies similar to these two studies would assist a teacher in self-appraisal, whether he/she had the expertise to develop student competencies in the teacher's area of responsibility. Thus a teacher would be better able to pursue meaningful experiences in this project or other inservice programs.

Advisory Committee

The first major activity, according to the procedures of implementation, was the identification of an advisory committee. The purpose of the two-day meeting was to establish a means in which a cooperative arrangement could be made between teachers and personnel in business and industry. The advisory committee was made up of representatives from business and industry with established in-plant training programs, a vocational director, a school administrator, and inservice occupational

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[2]Reeder, Glen D., Occupational Analysis: Hospital Radiological Technologist, The UCLA Allied Health Professions Project, California University, Los Angeles, California, 1972. (ED 069 902)

[3]McCutcheon, R. W., A Review of the Labor Market, Manpower Characteristics and Training of Motor Vehicle Repair Personnel, Ann Arbor, Michigan, 1971. (ED 058 393)

education teachers. There was representation from all five occupational education areas as recognized by the Division of Vocational and Technical Education.

The varied background of committee members allowed the group to appraise the responsibility of university staff members, teachers, the local educational agency, business/industry, and Division of Vocational and Technical Education as related to this project. Many valuable suggestions were made and it is the opinion of the investigator that the sessions proved profitable in the development of the project and educationally valuable to all participants. The members from business and industry were most pleased to have the opportunity to share their views. A listing of the membership and some of the recommendations made by this committee may be found in Appendix A.

Interview with University Administrators

The next task was to interview occupational education departmental chairmans and deans regarding their feeling about the project. These interviews were especially important not only to share ideas with these administrators but to gain their approval of offering another incentive to possible teacher participants in the way of credit. The following is a listing of questions asked:

Should cooperative education be a required course at the graduate level?

How many hours of credit should one be able to receive through work experience? Maximum?

Could one receive credit under a present course listing titled such as "Independent study?"

Should a grade be assigned? On what basis should the grade be determined - student work report, employer evaluation, coordinator's evaluation, term paper or project, others?

Would a staff member be interested in substituting for an occupational teacher out-in-the-field?

What would be your suggestions for appraisal or evaluation of a teacher-participant? (establish needs of teacher)

What kind of feed-back would you desire in order to give credit?

The results of these interviews indicated a very positive response towards the acquiring of work experience. Each administrator identified teachers who would probably be willing to supervise and assist in this inservice project. At the conclusion of these meetings, arrangements were made through the Extension Office for procedures of enrollment of eventual participants who might desire credit.

Selection of Teacher-Participants

Recommendations by university faculty members, and local area administrators were the foundation for selection of participants. Since it was desirable to include teachers from all occupational areas, faculty members were contacted representing Business Administration (Dr. Dayton Chase, Eastern Illinois University), Home Economics (Dr. Evelyn Meiloh, Eastern Illinois University), Agricultural (Dr. Paul Hemp, University of Illinois), Health Occupations (Dr. Jack Richardson, Eastern Illinois University), Vocational Guidance (Dr. Paul Overton, Eastern Illinois University), and Industrial Arts and Technology (Dr. Gene Strandberg and Mr. Howard Nelms, Eastern Illinois University). Several area school administrators, Mr. Ken Caraway, Robinson High School, Mr. Gene Purdy, Mattoon High School, Mr. William Rosser, Decatur Area Vocational School, Mr. John Garth, Urbana High School, were briefed and their suggestions of teachers who might desire to participate were sought. It seemed desirable to include no more than two teachers from any one school district.

After identifying possible teacher-participants, each teacher was interviewed regarding her/his feeling about the project and her/his desires to participate. If a positive response was received then a school administrator was contacted. There seemed to be no pattern for approval by the school administration. Of the eleven schools cooperating in the study, at least five administrators requested board approval and in two cases, it was definitely a board decision, not the superintendent's decision, for the teacher to participate. In two cases, it appeared to be the vocational director's decision. Sometimes the principal was by-passed and the decision was made by the superintendent. Usually in the smaller school districts the investigator would expect to have a conference with the principal and the superintendent and then wait for board approval. In at least three cases, board approval was given during a special school board meeting as school boards were meeting during the spring to settle other matters. This process of administrative approval delayed confirmation of enrollees, possibility of a pre-session, and establishment of agreements with business and industry.

One of the hang-ups of developing a large scale program of inservice work experience during the school year will be the lack of local school administrative approval, especially in smaller school districts. In this investigation, there were several cases where principal and superintendent were distinctly separated in a felt need for inservice work experience. It was disheartening to talk to one administrator with a very positive opinion and then discuss with another administrator in the same district who was very passive or at most, luke warm to the concept of released time for inservice education.

A number of thoughts and opinions were stated by administrators. Almost invariably a concern was expressed about taking the teacher out of the classroom. Such comments as, "no person like the real teacher," "I am thinking about this year's student," or "not sure the gain is worth the expense to present students" were expressed. Another administrator exclaimed "I can't get a substitute that does the work that he does (in reference to the teacher)."

Most administrators thought of a few days but not twenty days of released time. In actuality, seven of the teacher participants completed the minimum of 40 hours. In rural areas, substitutes are not available in every occupational area; therefore, certain teachers would not be able to participate in a released-of-duty inservice program. One teacher stated that he would only agree to participate for the minimum of five days and would not want to be out of class for more than one day at a time.

Two occupational education faculty members for which there is no substitute available are the vocational guidance and co-op teacher. In this study the co-op teacher-participants received one-half day released time for their classroom responsibilities but were expected to cover on-the-job supervision or another regular teacher in co-op would assist in supervision. Although several vocational guidance teachers were recommended and four teachers and their administrators were visited personnally by the investigator, no vocational guidance teacher was enrolled in the program. Primary reason given was that there is no one to take her/his place.

The other most frequent comment made by administrators was "why can't it be done in the summer time." One administrator expounded

several times by saying "I can find all the teachers you need if it was during the summer." The idea of a small payment, plus credit and during the summer would probably appeal to many teachers. This point of summer internship was expressed by several teachers and administrators.

One teacher in vocational guidance expressed that he could do the same thing during his tenth month of employment. He felt there was no advantage in enrolling in the project and missing school days. His administrator agreed. The conference with the superintendent and teacher probably was fruitful because the teacher is more apt to carry through with a survey of job needs of industries in his geographical area. Similarly, another administrator stressed the fact that his school board believes that it is the teacher's responsibility in the summer to gain needed competencies.

Two administrators and a school board were concerned about approving a program for only occupational education teachers. What about other teachers in the district? One administrator stated he would have to justify the participation of the teacher as a special program or set-up some program for another teacher not teaching in an occupational subject. One school board initially took the position that it would not consider approval without another program for the teachers. Without a doubt this will be a problem of implementing an inservice work experience program for occupational teachers on a large scale when teachers in other areas feel the need to attend workshops, complete visitations, etc., but are unable to receive released time, or at most, two days during an academic year.

Three administrators thought about the concept of released time and credit. One administrator, in reference to the receiving of credit,

said "that the school district has never given released time to go to school - a new idea." A vocation director felt that the teacher would receive benefits three ways - receiving regular pay, gaining credit and advancement on the salary schedule, and having a substitute teach his/her class. To ask a teacher to relinquish regular pay to participate would cause the project to die. Of course, credit was offered as an additional incentive to participate and to plan a more profitable experience.

In reference to credit, almost all teachers expressed an interest in credit, either board or university credit. About two-thirds of the teacher participants will receive some type of credit from completing some curriculum project related to their internship and/or their work experience. However, it must be recognized that a higher percentage of teachers have their Master's degree plus hours and do not desire credit. One vocational director said that the present school board was not encouraging the pursuit of credit. The explanation was that it would mean advancement on the salary schedule and higher salary expenditures.

The question was asked whether industry would pay for any work production completed by the teacher. No specifications were set-up which would not allow for payment but each participant was informed that any payment should be reported back to his school district. It was expressed that the teacher should not receive regular full pay and monies beyond normal expenses of travel and meal expenses. One administrator told of the school district's procedure for handling teacher payment during released time for jury duty and National Guard duty. The teacher is paid the difference between regular pay and what

he is paid from his special duty. This procedure appealed to other administrators who thought of possible wages earned during released time.

Just as teachers would not have participated if there had been a substantial loss in salary, neither would school district personnel have given approval of released time if other monies were available to pay substitutes. No indication was given to administrators about cost coverage of substitutes until the investigator has some understanding of the position taken by the administrator. One administrator, when asked by the investigator about payment for the substitute, said that the school would just have to find the money. This was the only response by an administrator that the local school district might attempt to pay for substitute expenses.

Several teachers expressed the feeling that the administration and school board would be more likely to accept and approve the release of time since it was being conducted by a university in the area. The investigator also felt that few individual teachers would be able to achieve released time for work experience even by paying their own expenses, paying substitute expenses, and still receive regular compensation.

Internship Experience

Each participant was asked to complete a form describing the need for work experience or exposure in the world of work. They were also asked to state the objectives which they hope to achieve and relate these objectives to their teaching. Certainly, teachers express a very positive attitude and feeling of need for work experience; however, some

hao difficulty describing specifically what they would accomplish and relate their pursuits in forms of behavior objectives.

Of the twelve participants, five teachers identified and established their own work stations with approval of the investigator. Three of these five received letters of introduction which may have been used in the initial contact with employers. Two participants were assisted by the investigator and other university faculty in establishing work stations. In the other five cases, personal arrangements of the teacher-participant's work schedule was made entirely by the investigator. For one teacher, letters were sent to ten different employers or managers to confirm an observational study of printing methods. In the other four cases, the investigator personally visited ten business or industrial employers or managers to arrange the schedule. Only one employer refused to participate. He said, "not even salesmen dare to come to his establishment during this season of the year." He felt that his employees were too busy during the spring to become involved. Approval of union representatives was necessary in two job situations.

At the completion of their work experience, each participant was asked to complete a brief appraisal of the cooperation of the employer or manager and the value of their experiences (See Appendix C). High praise was given to employers for their willingness to share their own personal experiences, answer questions, and arrange for work experiences. Only one station was not recommended for future placement of teachers, and according to a report by employers and managers, all indicated that they would be willing to participate in a similar study again.

As the result, all teacher-participants expressed strong support of inservice occupational education which includes work experiences.

Teacher-participants revealed how these experiences have already or will affect their teaching next year. Five teachers are developing teaching materials (slide presentations and career information) relative to their work experiences. One teacher has been offered the use of an industrial sewing machine from a participating firm for classroom use. Another teacher had the opportunity to use extensive display materials from his work station in class activities. Other personal comments of teachers are included in appendix.

A brief blank report sheet (See Appendix C) was sent to all business/industrial establishments cooperating in the study. These responses indicated a continued willingness to participate in similar programs, a point of view that these experiences are meaningful and valuable for the teacher and a feeling that cooperative arrangements of this type are mutually beneficial. Several employers checked that there are employment opportunities for teachers during the summer time.

The following are written statements by employers or job supervisors in response to the question, "Would you briefly express your feelings about this type of cooperative arrangement?"

> I personally feel it is good for the D.E. coordinator to become more aware of their students working environment.
>
> We are willing to participate in your program with the hope that training to future employees will benefit our organization.
>
> I think it is a very good arrangement. He will be a better teacher because he knows what is going on in the world of work.
>
> Beneficial to the health facility 1) public relationwise 2) satisfaction that "our story" may be shared with counselors. Benefit to participant 1) first hand experience with health care personnel 2) personal feeling of "knowing."
>
> Too short, but under the circumstances I can't suggest an alternative that is better.

> Some teachers have not had the chance to see "on the job" application of various new materials which have become available since their schooling and consequently more "exposure" is good.
>
> Very good, both can gain knowledge.
>
> Excellent, would have liked to have more time with him.
>
> I feel it is worthwhile for the instructor to get the true picture of what his or her students need to know to prepare them for this work.
>
> This arrangement could lead to potential employees being better prepared to take their place in industry.

In a final analysis, it could be said that these teachers had extremely profitable experiences because of a concern and personal effort on the part of business and industrial personnel. The teacher and job supervisor are the two key people in cooperative education.

One activity requested by D.V.T.E. was to consider the concept of releasing University staff to serve as substitutes for teacher-participants. Without a doubt this type of internship for university occupational education teachers is highly recommended and desirable. However, the matter of substitutes for the university staff member poses a problem. On the college campus, staff members generally cover or teach each other's class when a member is absent. The concept of fellow staff members teaching another staff member's class when that staff member is gaining updating type of experience has never been explored. One staff member said he desires and would be willing to serve as substitute for a co-op teacher but for an extended period of time such as during a vacation break. One staff member did serve one day as a substitute. It was on a day in which the staff member had only one night class and could cover both assignments. This idea needs to be pursued more thoroughly.

Evaluation Conference

An evaluation conference was held to determine strengths and weaknesses of the program, seek suggestions for program improvements, and identify further steps. The conference members were composed of the teacher-participants, of representatives of business and industry, of local school administrators, of university staff members, and a representative from D.V.T.E. Considering the size and interest of the group, it would have been advisable to have a two-day meeting (See Appendix D).

Much of the time was spent receiving reports by the teacher-participants. Their comments of highly satisfactory work experiences, were extremely inspiring and was the focal point of the session. They captured their listeners attention with an interesting and sometimes humorous dialogue describing "how it really is."

A limited period of time was spent in small groups, allowing for exchange of ideas regarding this work experience program and the possibility for further action. Several questions were posed for specific groups - teacher-participants as one group, representatives from business/industry as another group, area administrators and university faculty as the fourth group. (See Appendix E)

The teachers felt that most occupational education staff members in their school would participate in a similar project. In regards to incentives, college or school credit, being paid for working, reimbursement for experiences, and possible extended contracts were listed as being necessary for other teachers to participate. There were mixed reactions to the requirement of work experience for continued certification and/or program reimbursement. The majority said "definitely yes" although others were not sure or would place certain restrictions

prior to acceptance of regulations. One teacher said this type of requirement should be "an individual school district's philosophy." "Acquaint the administration as well as the occupational teachers" was one final comment.

The responses by the other three groups were very positive. A generalization based on the discussion would be that the administrators and faculty members were moved by the testimonial of the teacher-participants. The administrators expressed several significant points, one being that any new program would have to be weighed and appraised in consideration of all teachers not necessarily just occupational education teachers, and most school districts would need special funding for a comprehensive program in inservice work experience program. The university faculty members felt the time is now for occupational education departments on campus to coordinate and provide credit for work experiences for teachers.

In the process of conducting this project, the investigator felt that there were several significant problems. The difficulty in gaining administrative approval and released time was most trying in several cases. The concept of giving special consideration to one teacher to be absent from the classroom for several days was a new and real issue. Concern about opinions of board members, other teachers, parents, and present status of students in class, were revealed in conversations about releasing the teacher from teaching duties. Although substitute teachers were generally available to conduct classes of the teacher-participants, this would be a major problem in a large scale approach especially in rural areas.

Just as the administrators were confronted with a new concept of releasing a teacher for several days, the teachers were asked to identify their needs (self-appraisal), describe their needs in behavioral terms, and relate those needs to experiences that might be achieved in work experience. It was apparent that this was a common problem for several participants just as other teachers had difficulty going to an employer who they did not know and ask for observational and work experience opportunities. Finally, in some job situations a teacher will only be able to be a "puppy dog," "shadow," or an "inquisitive pup." He may lack the skill or expertise or may not be allowed because of union regulations to gain actual hands-on experience. In conclusion, most of the problems were an initial confrontation within individuals in which feelings would be altered by recognizing the need and realizing the results of these experiences.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This project was involved in determining the means by which occupational education teachers could receive released time for a minimum of 40 hours to gain skill upgrading and work experiences. Initially, two obstacles were most mentioned - whether business/industry would be receptive to utilizing or providing work activities for teachers and whether teachers could participate during the school year. The cooperation of business/industry was excellent although there was some difficulty in gaining released time of teachers.

Initially, seven major steps were identified. They were listed as follows:

1. Select an advisory committee for validation of program design.
2. Design a delivery system for assisting individual teachers in obtaining and updating technical knowledge and skills.
3. Meet with the advisory committee to review, evaluate and refine proposed program.
4. Identify target population and enroll them for credit.
5. Validate the proposed delivery system using ten inservice occupational education teachers.
6. Conduct evaluation conference with interns and participating employers to identify strengths and weaknesses of the program, determine program improvements and identify further actions steps.
7. Determine costs and feasibility of program expansion.

Steps 1-6 are described in Chapter III, titled Procedures and Implementation. This chapter will describe a model that could be followed to develop an inservice work experience program in which teachers would receive released time, and recommendations for further action.

MODEL FOR THE DEVELOPMENT OF AN INSERVICE WORK EXPERIENCE PROGRAM

Administrative Structure

Cooperative planning resulting in work experiences gained by teachers have not occurred due to the lack of an administrative structure and funding. Since teachers from many school districts are involved, then a state or area-wide administrative structure is needed. The University, striving to extend services to area communities, would be a logical home base.

Of vital importance in the development of an internship program is the selection of a coordinator. The coordinator will be interacting with various groups - local school administrations, occupational education teachers, county and state educational agencies, and business and industry. It will be his/her function to identify services and contributions these groups can make.

To assist the coordinator:

Cooperative Inservice Education Committee - composed of program coordinator with university occupational department representatives (1 each). Primary function would entail development, coordination, and administration of programs.

Advisory/Evaluation Committee - composed of representatives of area teachers, LEA, business/industry, and university (representation from a cross-section of occupational area, from industrial giants and small businesses, and large and small schools). The utilization of this committee can result in guidance and support in virtually every phase.

Departmental Personnel - assist in the development and supervision of individual programs - credit and non-credit. Teachers and departmental supervisors must develop a planned program according to the general and unique needs of the teacher which would be acceptable by business/industry.

Responsibilities of Cooperating Parties

University, local education agency (LEA), teachers, and business/industry.

University Coordinator

Selection of the advisory committee and the inservice occupational education committee.

Identification of financial resources - approval of funds for development and implementation - consider D.V.T.E., H.E.W., or general budget allocation for new programs.

Evaluate present internship programs on campus.

Visit other universities with similar types of programs such as co-op programs.

Arrange meetings with occupational inservice education committee to develop proposed inservice work experience program (design pamphlets of information for recruitment of teachers, designate course numbers and description, establish variable credit and fee payments, non-credit and credit), agree on format for orientation of enrollees, supervision, post-session seminar, follow-up, and approval of general plan of implementation.

Arrange meeting with advisory committee to evaluate proposed program and to identify possible stations and participants.

Identify staff members from occupational education departments who will assist in the development and supervision of individual programs.

Survey administrators about possible inclusion of LEA staff members in an inservice work experience program. Probably best to make a personal presentation at group gatherings of administrators to explain program.

Survey teachers about possible enrollment in program. Again any personal opportunities to explain program before a large group would be advantageous.

Seek personal interviews with managers and owners of business/industrial concerns by use of survey letter or personal telephone call. Do not rely on commitment to the program and a work station through correspondence.

Assist in the general coordination of the program by advertising program, arranging registration, and other administrative matters.

Arrange for pre-session orientation and post-session evaluation meetings with supervisors and teachers.

Utilize inservice occupational education and advisory committees to assess progress and determine necessary changes.

Seek participation of university faculty members as substitutes for teacher-participants.

Consider for Further Development

Develop a placement center which will identify work stations for inservice occupational education teachers.

Design workshops where several teachers with common needs may become aware of new skills, methods, and equipment. Location of the workshop may be on university campus, more likely at a community college, or at a business/industrial site.

Consider ways that LEA's may identify and encourage teachers to pursue an on-going continuous program of inservice education.

Develop library resources which would include publications (periodicals, newsletter) about changes in technology and manpower needs, and sources of information describing competencies and self-appraisal.

University Departmental Supervisors

Conduct a pre-session for interviewing and identifying teacher-participants. Provide an opportunity to assist teacher in self-appraisal, in identifying short and long range goals of inservice education, and in structure behavioral objectives to be achieved in work experience programs.

Seek tentative LEA administrative approval of teacher enrolling in program and arrangement for enrollment in non-credit or credit course.

Assist in the identification of business/industrial work stations and scheduling of work activities according to competencies needed.

Establish individual plans which define the responsibilities of the teacher-participant, job supervisor, and university departmental supervisor. Seek mutual approval.

Complete a periodic assessment of progress of teacher-participant through job site visitation and personal evaluation.

Arrange for news release explaining participation by teacher.

Conduct post-session conference and final evaluation.

Send letters of appreciation to job supervisors and LEA administrators.

Local Education Agency (LEA)

Assist in the pre-assessment of needs for inservice education.

Agree to training program, release of the teacher from teaching responsibilities, and provide a substitute during period of training.

Evaluate the effects of the program (disruption of schedule, community relations, behavior modification of teacher) and consider the needs of other teachers for inservice work experience.

Send a letter to job supervisor expressing appreciation for teacher training opportunities.

Teacher-Participants

Agree to relinguish teaching responsibilities for a short period of time and participate in the program.

Agree to attend pre-session orientation and post-session evaluation conference.

Complete a self-appraisal as to the need for work or skill upgrading experiences.

Assist in the development of a personal plan by identifying behavior objectives to be achieved, by accepting work station and work activities, and by reporting activities on-the-job.

Provide necessary course outline and materials for substitute so classes may continue with limited interruption.

Fulfill credit and/or LEA requirements as described in her/his plan.

Write a letter of appreciation to job supervisors and send a report to LEA administrators and school board.

Complete a follow-up report on the effectiveness of training program as it has affected teaching or student relations.

Business/Industrial Organization

Determine by what arrangement the teacher-participant might gain work experience.

Identify and recommend learning activities appropriate to the needs of the teacher.

Agree to provide a work station and to designate a job supervisor.

Assist in the evaluation of the teacher as described in training plan and achievement of objectives.

Evaluate effectiveness of the program and consider future role for training of teachers (explore possibility of financial reimbursement if appropriate, possible summer employment, possible exchange program, etc.).

Most educators would accept the concept of an on-going program of work experience for occupational education teachers; however, few opportunities have been provided in the way of a structured educational program or an administrative structure for individually planned programs. Therefore, for this program to be a success there must be continuous publicity so the administrators and teachers give greater thought and attention to inservice occupational education needs and realize that means for training exists.

Feasibility and Costs of Providing a Similar Program for Large Numbers of Teachers in Illinois

Reports from the evaluation conference members revealed strong support for inservice work experience. This response was emphatically expressed and received from teachers, administrators, university faculty, and personnel from business and industry. Even throughout this investigation there was no negativism expressed about the philosophy of teachers seeking work experiences. There were some problems in gaining approval for releasing teachers and in finding substitutes. There were suggestions that programs similar to this program could be best conducted during the summer. Regardless, the tone of the evaluation conference was right-on, to strive forward immediately, and implement this program so large numbers of teachers might enroll.

Cost of a program of this nature would have to be provided by some outside funding agency. Major costs incurred in conducting a similar program would be:

1. Salaries for coordinator and departmental supervisors. A full time load would be approximately 30. The coordinator may administor the program and supervise some educational training plans of teacher-participants. It would be assumed that most of the participants would be completing projects for credit.

2. Secretarial assistance and office expenses. A large scale program would require at least a half-time secretary and budget to cover significant number of mailings and telephone inquiries and responses.

3. Transportation for program supervisor. Although it would be impossible to visit every participant at each station, one should attempt to visit the station and assist in the development of training plans or visit the teacher on-the-job. This contact is especially important in developing continuous work agreements. One disadvantage of short term work experiences is the inability of a coordinator or supervisor to visit the station prior to and during activity.

4. Cost of substitutes. In order to implement and maybe continue a program which releases teachers, monies will have to be allocated for payment of substitutes. Local school districts will not provide monies for special inservice programs for only occupational education teachers. Average cost in the study for substitutes was approximately $140.00. Average day cost was approximately $28.00.

5. At least, initially, travel expenses of teacher-participants should be paid. This includes travel to the work station and to pre-session and post-session conferences. Average cost for 12 teachers was approximately $50.00. Several teachers traveled within their own communities while others traveled as much as 160 miles from home community.

It would be impossible to predict the actual numbers of teachers who would desire to participate and could receive released time. The key factor would not be the teacher's willingness but administrative approval. From the standpoint of repeating this activity, it would be reasonable to expect and desirable for a teacher to participate at least every three years. The teacher-participants, immediately following their work activity, listed other work experiences that they desired.

To be more realistic in determining actual costs, a similar program should be conducted involving a larger number of teachers that enroll into the program as if it was an extension class conducted by the university.

Recommendations for Further Consideration

The first part of this chapter describes a program of inservice work experience which involves released time of teachers. The following recommendations and suggestions are for a comprehensive inservice occupational education program and not one of "just" released time. Included is a description of an administrative structuring of inservice work experience programs, and a description of the responsibilities of a university, of LEA administrators and of occupational education teachers.

A. System of inservice work experience. Any system of inservice work experience should be a part of a total program of inservice occupational education; any system of released time of teachers to gain work experience should be a part of a total comprehensive program of work experiences. Therefore, it would be recommended that program development and administrative structuring of inservice work experiences of occupational education teachers take several approaches.

(1) The program should provide the opportunity for some teachers to receive release time from teaching. Some work experiences can be gained only during certain seasons. For example, the summer months are a very slow period of time for retail floral shops. Therefore this type of experience really can only be gained while school is in session. The second reason is that there are some teachers who will not utilize summer months to gain needed skills or experiences. Released time may

be the only way to provide an incentive for some teachers to gain work experiences.

(2) There should be opportunities for teachers to achieve work experience during vacation breaks and prior or immediately after summer school. This past year, an Eastern Illinois University Business Education instructor worked for Kelly Girls in St. Louis during the Christmas break. This organization provides secretarial assistance for businesses when they have a person on vacation, a person ill at home, or a need for additional temporary help. This could be an excellent station for a person teaching in office occupations to gain experience with pay.

(3) The program should provide an opportunity for work experience during the summer time. These experiences may take the form of workshops that are conducted in cooperation with business and industry to provide skills necessary for the teaching of occupational courses, or limited work experiences in business and industry. Methods of enticing teachers to enroll in these programs may be through scholarships by business/industry, or payment of sum comparable to substitute pay. There should be planned summer programs of education and training in which the teacher could receive summer employment but, also, achieve her/his objectives. Other types of summer employment should allow the teacher to work a short period of time in one job situation and rotate to another job.

(4) A comprehensive program should identify scholarships from business/industry. For example, the American Cancer Society presently coordinates a one-week hospital based program for health teachers. There exists the need for expansion of these kinds of opportunities plus the exploration of new funded programs by business and industry.

B. Organizational structure. It would be recommended that a consortium of universities would arrange for skill upgrading workshops, for observational experiences, and for supervision of work experience in various parts of the state. This past year Ball State University, Indiana State University, Illinois State University, Northern Illinois University, and Southern Illinois University established a cooperative professional practice consortium. These five schools were awarded a $20,000 planning grant by the Department of Health Education and Welfare to develop a joint institutional co-op program. Eastern Illinois University has been invited to join this group as a member. Their function could be expanded to include inservice work experience for graduate credit. The consortium or another agency should conduct an investigation of possible inservice work experience stations in major industries.

An organization with key personnel is the American Society of Training and Development (ASTD). This national organization has a very active chapter in the Central Illinois Chapter of ASTD. Membership is primarily composed of persons in training and education, in personnel relations and in public affairs, and are representative of major business and industrial organizations. These members know the procedures of education and training and could arrange activities of skill upgrading and a work experience for teachers. Since they are more likely to be community minded, understand the need for continuous program of education and training, and are involved in in-plant education and training programs, these members could unlock the door for agreements with Fiat-Allis, Caterpillar, State Farm Insurance, National Restaurant Association, General Electric, and other companies to which

they are employed. Several teachers contacted during this study stated that the program conducted by the National Institute for Foodservice Industry/National Restaurant Association in cooperation with D.V.T.E. was excellent. Two teacher-participants had excellent experiences at Decatur Caterpillar and Springfield's St. Johns Hospital because a representative from each of these firms understood the concept of a planned program of training and development of personnel.

Joint agreements with several universities would be advantageous in the identification of stations; scheduling of teacher-participants at work stations and/or in training programs; and coordination and supervision of teacher-participants with personnel in major business and industrial plants. To this investigator, this would be the type of an innovative, cooperative graduate education endeavor that could receive approval and financial support from the Higher Board of Education in Illinois.

C. University responsibilities. It would be recommended that each university in the state serve as a coordinating agency to administer a program of inservice work experience under a cooperative arrangement as previously mentioned. Presently, Eastern Illinois University is progressing towards multi-programs of preservice occupational education. Several departments have established an organizational structure for supervising work experiences and have approved courses for credit for preservice work experiences. Most active in this area has been the School of Home Economics. Departments have independent graduate study courses which may be utilized for giving credit for work experience. The School of Education (Guidance), the School of Home Economics, the School of Industrial Arts and Technology, Department of Business Education

and the Department of Health Education make up the Occupational Teacher Education (OTE) Committee. The university's placement service could become a placement agency for summer employment of teachers in business and industry. In essence, this paragraph reveals independent organizational units on Eastern Illinois University campus which could develop a viable program.

New monies would be needed to develop frame work for conducting work experience projects, to investigate cooperative arrangements with business/industry, to advertise programs to administrators and teachers, and to implement programs. This would require a 3-year commitment.

D. Local education agency (LEA). Just as the university has a responsibility to assist in a program of inservice education, so does the local school district. Maybe local school districts have the basic responsibility to know and insure that teaching personnel keep abreast of changes and maintain competencies. Regardless, a comprehensive inservice work experience program for teachers would require excellent assistance and cooperation from LEA administrators.

(1) Local school district personnel need to assist teachers in self-appraisal so that needs for training can be identified.

(2) A local district's one-and-five plan should describe in detail plans for inservice education conducted by the school district and the participation by individual teachers. The district's plan should specifically identify inservice work experience activities of all teachers. Where new courses are proposed in the one-and-five year plan, there should be disclosed additional inservice education activities of the perspective teacher. During state-wide school evaluations, the evaluation team identifies program weaknesses in an occupational area and a

need for greater teacher competencies. The description in the district's one-and-five year plan should explain program changes relative to the evaluation report.

(3) Individual school districts need to provide incentives for achieving work experience. The granting of board credit, the awarding of a scholarship that provides for released time, or a minimal salary payment as an incentive for teacher participation in work experience such as during the summer should be appraised. To develop this concept of providing opportunities for occupational teachers, monies from D.V.T.E. will need to be made available to school districts for payment of substitutes or small payments to cover cost of scholarships. These monies might be provided through reimbursement for special programs as described in a one-to-five year plan. Eventually, local school districts would need to design ways to generate funds to cover costs.

E. Teachers. Some school board members and administrators believe that it is the responsibility of teachers to maintain a high level of competency through their own initiative during the school year and especially during the summer months. Maybe they should; however, it is becoming increasing difficult, if not impossible. This is especially true considering the diversity of subject areas taught in some occupational education programs.

For the teacher, it is most important that he/she become more effective in self-appraisal, to be able to describe those needs in behavioral terms, and to consider experiences that will achieve these objectives. Self-appraisal of this nature should occur rather routinely in a meaningful manner in the teaching environment. Then the teacher should consider and pursue those experiences as they are related to his

own individualized program of inservice education. Ultimately the teacher needs to become better orientated to seeking his own opportunities related to work experience and assuming some of the financial responsibility to maintain a high level of competency.

F. Division of Vocational and Technical Education. The Division has as one of its responsibilities the identifying and the fostering of educational programs which will improve occupational experiences of students. The tendency is to provide seed money so that new programs may develop. Thus through this procedure financial support of programs eventually becomes the responsibility of the cooperating agencies.

Initially, monies must be allocated to universities to structure and implement the program. Also, monies would need to reach the local level to establish an incentive to plan and to develop an inservice occupational program and to cover cost of substitutes. Appraisal by the Division of one-and-five year programs should reveal inservice occupational education activities. Special funding should be allocated to those school districts who responded positively, and to assist continuous development of inservice programs.

The Division should reappraise its system of certification of teachers and program evaluation of school districts. As the concept of inservice occupational education emerges, occupational education teachers should be required to maintain a close contact with business/industry. Evaluation of teachers, not just programs, should be a part of the responsibilities of occupational education evaluation teams and certification of teachers. To assist evaluation teams in this area, competencies associated with skilled teachers in all occupational areas need to be identified.

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APPENDIX A

ADVISORY COMMITTEE MEETING

1. Participants
2. Major Questions and Statements Discussed
3. Suggestions for Implementation

Advisory Committee Meeting

Participants

Project Title:

Inservice Work Experience Program for Occupational Education Teachers

Principal Investigators:

Dr. Charles Joley, Eastern Illinois University, Charleston, Illinois

Dr. Carl N. Sexton, Eastern Illinois University, Charleston, Illinois

D.V.T.E. Supervisor:

Dr. Charles Hempstead, Springfield, Illinois

Participants:

Mr. Charles W. Cole -
Dean, Career Education, Lake Land College, Mattoon, Illinois

Mr. Roy Colson -
Vocational Counselor, Urbana High School, Urbana, Illinois

Ms. Wilma Dehner -
Hospital Education, St. Johns Hospital, Springfield, Illinois

Ms. Joyce Felstehausen -
Director of the Project, Illinois Occupational Education Follow-up System, Eastern Illinois University, Charleston, Illinois

Mr. Harold Kelly -
Director of Instruction, National Institute for the Food Service Industry, Chicago, Illinois

Mr. Don Klisres -
Training Manager, Caterpillar Tractor Company, Decatur, Illinois

Ms. Alice Lamky -
Home Economics Instructor, Oakland High School, Oakland, Illinois

Mr. E. R. (Mike) Pettybone -
Director of Cooperative Professional Practice Program, Indiana State University, Terre Haute, Indiana

Dr. Jack Richardson -
Department Chairman, Health Education, Eastern Illinois University, Charleston, Illinois

Ms. Karen Walk -
Business Education Teacher, Neoga High School, Neoga, Illinois

Advisory Committee Meeting

Major Questions and Statements Discussed

1. From a philosophical point of view, why should the various groups cooperate in the process of skill upgrading or work experience projects (groups identified as teachers, local schools, business/industry, universities, and D.V.T.E.)?

2. By what methods have teachers been able to gain work experience in the past? Describe a method that you feel would be successful in a particular occupational area.

3. To what extent are business/industrial training programs accessible to teachers? How could these programs become more readily available in the future?

4. What are the most needed competencies of teachers in your occupational area that could be achieved in work experience?

5. What are ways D.V.T.E. could assist in the development and implementation of an inservice program as previously described?

6. What are the potential resources that are available to personnel to engage in inservice work experience?

7. If Eastern Illinois University were to design a successful system for administering and supervising inservice work experiences, what would be the characteristics of the program? (Again, consider all five groups--teachers, local schools, business/industry, university, and D.V.T.E.)

8. Would you develop modules in a logical sequence that would describe the vehicle or system?

9. Would you identify procedures which you feel would be helpful in establishing and implementing the system particularly on a large scale?

10. Are there ways you as an individual would be willing to contribute to the development of this program or its implementation?

Advisory Committee Meeting

Suggestions for Implementation

University and Project Staff Members

1. Provide the opportunity for variable credit depending on the type and length of work experience or training.

2. Establish alternative work experiences--school year, week-end, and summer. Easy entry and easy exit at anytime during the year (flexibility).

3. Consider the cost factors:
   Determine the possibility for variable fee payment (to be less for certain training programs).
   Reimburse school district up to $400 for substitute teacher.
   Reimburse contingent upon teacher returning to Eastern Illinois University for 10 hours of related instruction.
   Reimburse teachers up to $100 for travel, contingent on completing related instruction.
   Determine costs of large scale program, and various methods of paying these costs.

4. Seek teachers from various occupational areas, vocational counseling, and cooperative education who desire additional training or work experience.

5. Attempt to find a method or means of instilling the need for continual upgrading of competencies or knowledges gained in preservice programs.

6. Set up such a program as part of an education department, with a coordinator hired full time to operate it--program could begin and end at any time.

7. Arrange for sharing experiences with university staff, teachers, business/industry, D.V.T.E., LEA and other occupational groups.

8. Assist teacher/learner in identifying the expected competencies of persons in his/her position. Assist teacher/learner in identifying his/her strengths and weaknesses and identifying his/her needs.

9. Identify possible work stations and training programs that would fulfill needs of teachers in various occupational areas; e.g., in food service the teacher/learner should spend on-the-job training in a public restaurant and an institutionalized setting.

11. Determine the possibility of university staff or business/industrial personnel working as substitutes for LEA personnel. Student teachers might fill in for teacher/learner.

12. Appraise experiences of the teacher/learner through on-the-job visitations. Provide possible job stations. Purpose of visitation should be known to all.

13. Arrange for conferences with all teacher/learners and their training or job supervisor to determine changes in the program. Evaluate by group process if possible. Arrange for sharing of experiences with various groups--D.V.T.E., LEA, etc.

14. Identify alternatives of providing experiences on large scale with many occupational education teachers.

Teachers

1. Self-appraisal as to the need for work experience. Possible arrangement of credit based on planned program.

2. Determine level of commitment to this type of program.

3. Agree to contract by relinquishing teaching responsibilities for short period of time to pursue new experience.

4. Apply for work experiences and suggest training stations. Mutual agreement--teacher has opportunity to choose station.

5. Develop a Management by Objective (MBO) plan that can be evaluated in measurable terms by evaluation committee, LEA, business, etc.

6. Prepare a report and indicate how his/her experiences might assist him/her in teaching.

7. Attend sessions and evaluate the approach taken in the project and the value of his/her experiences.

8. Appraise the work of this program and indicate under what conditions he/she might be willing to pursue similar programs.

Local Education Agency (LEA)

1. Assist teacher/learner in the development of their MBO.

2. Make use of local advisory committee in pursuing job stations.

3. Provide for complete release of time from all activities (if desired).

4. Agree to provide a substitute during the period of training.

5. Evaluate the possibility of financing the teacher's program of work experience or training and/or the cost of the substitute.

6. Agree to give credit on the salary schedule if teacher is not pursuing a degree.

7. Evaluate effects of program on (1) disruption of the schedule, (2) community relations, and (3) behavior modification of the teacher.

8. Make use of an advisory committee for job stations or entree to business firms or industrial plants.

Business/Industry

1. Determine by what arrangement the teacher/learner might gain work experience. Secure top level support.

2. Assist in determining specifically what will be gained by the teacher/learner.

3. Consent to provide a work station or training program according to an agreement (LEA, teacher, and university staff member).

4. Provide supervision of the teacher/learner in the work or training setting.

5. Provide opportunity for input into an evaluation of the teacher/learner's experiences.

6. Consider the following:
   Explore possibility of financial reimbursement.
   Orientation to the job with possible summer employment (incentive to industry).

Division of Vocational and Technical Education (D.V.T.E.)

1. Will provide funds to off-set some costs to school district and/or teacher/learner.

2. Assist in determining competencies of teachers needed.

3. Consider the possibility in the future of identifying teachers desiring these types of experiences or requiring experiences for certification. Agree to use the present three phase evaluation system as a means of identifying (or forcing) teachers for participation.

4. Assist in securing union endorsement.

5. Provide recognition for participants.

6. Arrange for participants to report to IVA convention membership.

7. Determine the feasibility of funding larger groups of participants in inservice programs.
   Evaluate success of pilot project--project successes and failures.
   Disseminate progress reports.
   Aid in identifying motivations and hindrances or blocks to the effective implementation of an on-going work experience program.

APPENDIX B

MATERIALS SENT TO POSSIBLE ENROLLEES ABOUT THE PROJECT

1. Responsibilities of Cooperating Personnel
2. Personal Assessment and Information Forms

Inservice Occupational Education Project
Eastern Illinois University
Spring, 1974

Background

Despite the easing of the national teacher shortage there is still a critical need for fully qualified occupational education teachers. One of the problems identified in occupational education is the continuing development of inservice personnel. Our rapidly changing technology can create new occupations and eliminate others in a relatively short period of time. Job tools, materials, and techniques change as new processes evolve. Teachers of occupational education need to be continually updated to be aware of the technical changes taking place within occupations in their area of specialization if they are to make occupational training situations more like the real job. To accomplish this an inservice program which will enable occupational teaching personnel already in the field an opportunity to acquire and update knowledge and skills areas which will then enable them to devise more effective learning experiences and materials for preparing students for the world of work is needed.

The case of an instructor teaching at an East Central Illinois junior college might illustrate this point. Six years ago, after working 22 years in his area of specialty, he became an instructor at a junior college. Realizing that there had been many technical advances developed in his specialty area, he applied and received a sabbatical leave to attend industrial training programs and to gain hands-on experience in a private business concern. He realized that many technical changes had occurred in a short six years. Today he professes great satisfaction from getting back to the world of work and modernizing of his curriculum offering.

Contribution in this cooperative education project

The purpose is to determine ways in which occupational teachers may pursue work or skill upgrading experiences. For this project to be successful requires the cooperation of local education administrators, occupational teachers, business/industrial personnel and university staff. The following attempts to describe these responsibilities.

University Personnel

Initiate contact with school representative (teacher or administrator). Discuss study.

Receive administrative approval to develop working agreement.

Discuss project with teacher-learner. Consider needs and opportunities.

Contact university departmental representative about teacher-learner's work plans and possibility for credit if desired.

Assist in identifying business/industrial work stations.

Establish an agreement and performance of objectives with teacher-learner, LEA, business/industry, and university personnel.

Visit job site for personal evaluation.

Request evaluation by teacher-learner and job supervisor.

Arrange for conferences with participants.

Meet for final evaluation and appraisal at Eastern.

Local Education Agency

Agree to release teacher to participate in the study.

Assist in development and give approval of individual program.

Agree to provide a substitute teacher during the period of training.

Evaluate the possibility of providing board credit or accepting institutional credit.

Evaluate the effects of the program and consider the possibility for developing an inservice education similar to pilot program.

Teacher

Agree to relinquish teaching responsibilities for a short period of time and participate in the project.

Complete a self-appraisal as to his need for work or skill upgrading experiences.

Complete schedule of work activities.

Assist in the identification of work station.

Prepare a report of how these experiences might assist in teaching.

If credit is considered, begin the completion of requirements of independent study.

Attend no more than two sessions at Eastern Illinois University to evaluate the project and suggest ways it might be implemented on a wide scale.

Business/Industrial Organization

Determine by what arrangement the teacher-learner might gain work experience.

Assist in determining what will be gained by the teacher-learner.

Consent to provide a work station or training program as agreed.

Provide supervision of the teacher in the work or training setting.

Provide input in an evaluation of the teacher's experiences and of the possibility of developing a system of training and education.

In conclusion

The internship experience will be developmental in nature and as such must provide training related to individual need. Efficacy of the program will be insured by strict adherence to the following procedures:

1. Assessment of individual student needs related to their occupational area and the internship experience.

2. Setting of individual measurable training objectives.

3. Development of training plans for internship experience in negotiation with local administrator, the employer(s), and the teacher.

4. Follow-up evaluation to determine the effectiveness of the training effort, identify strengths and weaknesses, and determine what action steps should follow.

Inservice Occupational Education Project
Coordinator: Dr. Carl Sexton
Department of Health Education
Eastern Illinois University
Charleston, Illinois 61920
Telephone 581-2518 or 581-5761

Personal Background

Name_____ Social Security Number_____

Permanent home address_____ Phone_____

School (LEA)_____ Phone_____

Administrative officers:

Superintendent_____

Principal_____

Vocational Director_____

Educational experiences: Bachelors' Degree + _____hours.

Masters' Degree + _____hours.

School	Degree	Major	Year

Describe teaching assignment.

Previous work experiences (past five years).

Occupational training programs or workshops attended (past five years).

Do you desire to work towards academic or board credit as result of participating in this project?

Academic_____ Board_____

Personal Appraisal

D.V.T.E. has emphasized one-five year development of school occupational programs. Accordingly, one should probably attempt to appraise his own teaching and determine immediate and long range needs for inservice training.

With this in mind, describe what you would consider to be your most pressing needs relative to personal skills and knowledge.

Describe a general plan in which you feel these needs would be fulfilled, would meet with approval of local school district personnel, and would probably be acceptable by business/industrial personnel.

Describe skills and knowledges that could not be acquired in this project but probably should be undertaken sometime in the future.

Identification of Work and Training Experiences

List work stations and training program.

Firm

Address

Telephone Number

Supervisor

Days/Hours

Identify specific behavioral objectives which you desire to achieve from this internship experience.

Describe how this experience will affect your teaching.

Do you plan on making curriculum changes or additions as a result of this experience? Please describe.

APPENDIX C

FORMS USED IN EVALUATING WORK EXPERIENCE

1. Teacher-Participant Evaluation of Employer
2. Work Experience Evaluation
3. Employer Report

Inservice Educational Project
Teacher-Participant Evaluation of Employer

This report is part of the total evaluation of your experiences and your appraisal of the job situation. My responsibility is to attempt to determine ways that this type of internship program might continue. I will be talking with employers and job supervisors involved in the present project, hopefully identifying concepts on how school and business personnel can work together to achieve work experiences for teachers.

Would you complete a copy for each work station.

Work Station_____ Address_____

Job Supervisor_____

Dates of assignment: From_____to_____ Total hours_____

Describe briefly the general nature of your work and mention any specific duties or responsibilities assigned to you.

Please answer questions that are applicable. Circle Excellent to Poor.

Provided opportunity to meet your objectives	5 4 3 2 1
Provided educationally meaningful experiences	5 4 3 2 1
Provided optimal learning atmosphere (e.g., fellow workers friendly)	5 4 3 2 1
Supervisor was helpful	5 4 3 2 1
Employer was able to derive maximum use of teacher-participant (if involved in hands-on experience)	5 4 3 2 1

Please use back of sheet of paper for additional comments in any of the above categories or other factors, qualities, characteristics not mentioned above.

Did assignment meet_____exceed_____or fall below_____your expectations?

Would you recommend this assignment for another person? Yes____ No____
Person's name to contact_____

Were you paid for your services?_____

Have you and the employer reached agreement about a return to this organization for summer employment or other work experiences? If so, please describe.

We will benefit by having you indicate an overall evaluation. Please circle the word closest to your judgment.
Excellent / Very Good / Good / Average / Below Average / Unsatisfactory

Signed_____ Date_____

Inservice Occupational Education Project
Work Experience Evaluation

1. Did your experiences provide educationally meaningful experiences? (Circle your response)

   Excellent 5 4 3 2 1 Poor

2. Do you feel that you met your objectives as described prior to enrollment in this program? (Circle your response)

   Excellent 5 4 3 2 1 Poor

3. Do you feel your assignment has helped you understand your field any better? Describe in what ways.

4. What specifically did you learn that you can apply to classroom instruction (new knowledge or skill)?

5. Did you have an interesting experience or challenging relationship with a fellow worker, a customer, or job sponsor? Describe.

6. Have you identified other experiences you would desire to pursue as part of a continuing program of inservice education?

7. Can you relate other benefits you received that you have not already mentioned?

8. Were there any problems that developed relative to your participation?

   a. Job supervisor or training supervisor

   b. Fellow teachers

   c. Local administration

   d. University personnel

   e. Others

9. In what ways do you feel this training period could have been better or your experience improved?

10. How would you change the past arrangement among participating groups, university, LEA, and business/industry?

11. Would you participate in a similar study again? If not, please indicate reason.

12. Would you have participated if it meant completing on your own time during the summer? If not, what would have been necessary in the way of incentives?

_____arrangements made with business/industry by someone else

_____travel expenses paid (if you had none put a circle in blank)

_____lodging paid (if you had none put a circle in blank)

_____small payment for each day

13. Would you have participated and paid for a substitute?
Yes_____ No_____

14. Teachers in the study tended to spend most of their time observing.

Would you have desired more hands-on experience?
Yes_____ No_____

Do you have suggestions on how this could have been accomplished?

Inservice Occupational Education Project
Employer Report

One of the major purposes of the project is to identify ways that more occupational education teachers may gain work experiences and continue to update their knowledge of business and industrial operations. By this means, occupational education teachers should make their teaching of students more relative to the world of work.

Please answer questions which you feel are applicable.

What were the major responsibilities of the teacher-participants?
Observational only
Mostly observational
Spent approximately half time working
Mostly working

Do you feel the participant achieved his or her objectives? Rating high to low.
5 4 3 2 1

Are there other experiences that you would recommend to this teacher?

Would you briefly express your feelings about this type of cooperative arrangement?

Would you be willing to cooperate again under similar conditions?

Yes_____ No_____

If not, what additional arrangements would be necessary?

Do you feel that there were direct or indirect benefits to your company?

Did he or she provide a service to the company to the extent that pay could be or was given? Yes_____ No_____

Would there normally be summer employment opportunities for a person like the teacher-participant? Yes_____ No_____ Comment:

APPENDIX D

EVALUATION CONFERENCE MEMBERSHIP

Evaluation Conference Membership

Teacher-Participants in the Project and at Evaluation Conference

George Brown	Decatur Area Vocational School, Welding Instructor
Objective	To improve and update welding methods taught to high school students. To become aware of the needs of welders working at Caterpillar.
Stations	Caterpillar Company - completed two-week training course.
Norma Brown	Beecher City High School, Home Economics Instructor
Objective	To gain knowledge of the various skills and performance requirements for the cluster of occupations in these two areas; to substantiate the need to incorporate food service and child development in cooperative education program; and to make necessary curriculum changes.
Stations	Child Development - D.V.T.E. Workshop (Flora) (one week) Portage Project Workshop (Champaign) Day Care Center (Effingham) Food Service - Burger Chef (Effingham) (one week) Bobher Cafe and Texaco Truck Stop Ramada Inn
Patricia Brumleve	Hillsboro High School, Physical Education and Health Occupational Education Instructor
Objective	To identify skills and knowledges needed by workers in a health facility; to identify new emerging occupations in a health facility; and to evaluate personal skills and knowledge areas needing upgrading.
Stations	One week at St. John's Hospital in Springfield after observing H.O.E. programs at Urbana High School and Decatur Vocational School. (Participant was an in-house guest--sleeping and eating meals at the hospital.)
Bob Dyer	Martinsville High School, Agriculture Education Instructor
Objective	To upgrade skills and knowledges in the area of ornamental horticulture. Practical experience will assist in developing curriculum materials in this area.
Stations	Two day's experience at Wandell's Landscaping Service in Urbana, two day's experience at Mattoon Floral Shop in Mattoon, and one day at Illinois Roses in Pana.
Jan Garber	Mt. Zion High School, Business Education Instructor and CWT Coordinator

Objective	To develop skills and understanding of advertising and displaying techniques and to gain a better understanding of management-employee problems.
Stations	Sear's (Decatur).

Don Hobbs	Robinson High School, Agriculture and I.C.E. Instructor
Objective	To be able to identify better training plans for I.C.E. students; to improve classroom instructional materials; to improve and develop instructional aids; and to work on an individualized I.C.E. class.
Stations	Experiences at Lycan Implement Company, Mitchell Greenhouse, Crawford Memorial Hospital, Marathon Welding Shop, Heath Candy Company, and Convalescent Center.

Kay Jackson	Mt. Zion High School, Business Education and Office Occupations Instructor
Objective	To prepare for the teaching of a retail business course next year by increasing knowledge of retailing procedure.
Stations	Six days experience with Kay's Dress Shop in Mt. Zion including a two-day buying trip to St. Louis.

Marilee Martin	Urbana High School, Health Occupational Education Instructor
Objective	To gain knowledge of recent occupational requirements; to learn specific basic skills such as blood cell counts, range of motion, and functional procedures; and to be able to make curriculum changes to meet the needs of students.
Stations	(Champaign-Urbana) Champaign County Nursing Home, Meadeows Animal Hospital, Exercise Therapy Clinic, Parkland College Dental Areas, Crossroads Veterinary Clinic, and Burnham City Hospital.

Stan Ratts	Mattoon High School, Industrial Arts Instructor
Objective	To gain a better understanding of the processes of cabinet making and make changes as the results of this work experience.
Stations	Three day's experience at Schrock's Cabinet Company in Arthur, a day at Kitchen Cabinets in Sullivan, and a day at the Decatur Area Vocational School.

Ethel Thomas	Shelbyville High School, Home Economics Instructor
Objective	To develop personal skills such as operation of an industrial sewing machine and uses of tools of the trade; to study assembly line construction methods, and become aware of recent and future occupations in clothing construction and alterations.

Stations	Five day's experience at Felicity Fashions in Sullivan, one-and-one-half days in two retail stores which sell and make alterations.

Allan Vogelsang — Rantoul High School, Distributive Education Coordinator

Objective	To identify specific problems with which D.E. students are confronted during first day on job.
Stations	One day experience at each of five different businesses in Rantoul--Eisners, Ben Franklin, Bank of Rantoul, Little's Men & Boys Store and Sears.

Terry Voke — Tuscola High School, Graphic Arts Instructor

Objective	To be able to identify and explain the various printing and reproduction techniques including utilization of equipment and materials. Knowledge gained will assist in the development of a graphic arts course.
Stations	(Approximately ten days) St. Louis Post Dispatch, Graphic Arts Institute of St. Louis, Georgia Specific Hopper Paper Company of Taylorville, R. R. Donnelley & Sons of Chicago, U.M.C. Colson Company of Paris, Crossroads Press of Highland, Graphic Arts Institute of Chicago, A. B. Dick Company of Chicago, and Nu Arc Company of Chicago.

Business/Industrial Representatives in Attendance

Ms. Pauline Bass	Child Development Center	Effingham, IL
Ms. Wilma Dehner	St. John's Hospital, Department of Education and Training	Springfield, IL

Administrators in Area Schools Represented

Mr. Ken Caraway	Vocational Director	Robinson, IL
Mr. Lyman Lewis	Superintendent	Neoga, IL
Mr. Jim Oettel	Vocational Director	Decatur, IL
Mr. Roy Shepherd	Principal	Mattoon, IL

Representative from the Division of Vocational and Technical Education

Dr. Charles Hempstead	Curriculum and Development Unit	Springfield, IL

Staff Members of Eastern Illinois University in Attendance

Ms. Bea Conley	Project Secretary
Ms. Joyce Felstehausen	Center for Educational Studies, School of Education
Dr. Charles Joley	Coordinator, Occupational Teacher Education
Sister Evelyn Melloh	Department of Home Economics
Dr. Carl Sexton	Principal Investigator in Project, Department of Health Education
Dr. Gene Strandberg	Department of Industrial Arts and Technology

APPENDIX E

RESPONSES OF EVALUATION CONFERENCE MEMBERS ABOUT INSERVICE WORK EXPERIENCE PROGRAMS

Responses of Evaluation Conference Members
About Inservice Work Experience Programs

Responses of Administrators

Question: If one was to develop an inservice work experience program for an entire high school staff of occupational education teachers that would be on-going and continuous, what would be necessary to accomplish this goal?

Adequate funding
Board and administrative support
Total staff support
Develop an awareness program of the need
Sufficient substitutes
Tie it to salary scheaule and/or educational requirements (i.e., every 5 years)

Question: What should be the organizational structure to organize and administer an inservice work experience program?

Establish chain of command
Under Direction of Vocational Education
Have a "leadership" program to structure the program (Responsibility of the administrator in charge)
Tie to curriculum personnel
Use lay advisory committees

Question: Could it be conducted at the local level or would it be better if a university would organize and structure the experience including such things as identifying stations, supervising, assisting in other arrangements?

Need is felt to organize and give leadership from the university level and provide inservice training of teachers
The details of the program need to be at the grass roots level

Question: Should it be required of teachers to maintain this contact with business/industry?

Yes, for continued qualification both for the teacher and for the program

Question: To what extent would you, as an administrator, be willing to release teachers for this type of experience? How many and how often?

Release of teachers would be a joint responsibility of (1) teacher, (2) inservice time of district, and (3) equal to other staff members for professional meetings-- Help from D.V.T.E. (Set up on a 3-5 year program for all staff including summer)

Question: What incentives would you suggest for the teacher who is reluctant to participate?

Salary on extended contract or reimbursement of expenses.
Set up on salary schedule and equate on the same basis as credit or on years of experience--joint effort with business and industry.

Question: How would the program be financed?

By some type of formula with D.V.T.E. or on direct special contract tied to regular program.

Question: Suppose it was a year round program--some teachers gaining this experience during the summer time but some teachers being released from teaching for short periods of time. Would your local school district provide monies for substitutes?

Some districts may be able to do this by rules on sabbatical. Few school districts would be able to pay the substitutes. If teacher receives "pay for work" this might pay for the substitute.

Question: How would you feel about the school district paying teachers say $25 a day to gain work experience in business and industry during the summer, especially in locations where there would be no form of reimbursement for work produced?

Would present problems with local teacher agreements. Would be better tied to total salary in lieu of college credit or work experience. Would also need to be tied with D.V.T.E. reimbursement.

Question: What suggestions would you make for further action regarding the expansion of a similar inservice work experience program?

Work with superintendents and other key administrators so the program is a part of required inservice training.
Work through the teacher education program for the Master of Science degree as part of the recent trend toward teacher competencies.
Further expansion of the contractual agreements with D.V.T.E. as a part of a special contract with the University.
Work through the Superintendent of Educational Services Region as part of the inservice function of his office.
Build a program based upon release time for teachers either during school year or summer (working with key people in business and industry).

Responses of Eastern Illinois Staff Members

Question: A question that I would like for you to discuss pertains to the lack of cooperative occupational education at the graduate level.

Though administrators here at Eastern have indicated support of the concept, and in some departments courses are available to gain credit for work experience, in actuality very few students have received credit for work experience at the graduate level. How do you feel about the giving of credit for work experiences?

Yes, credit should be given! When guidelines are set up and met and if supervision for Eastern Illinois University staff is provided in some form. You have this well in motion--continue.
Under the auspices of university. Well-planned and coordinated with supervision and evaluation. Accept a plan that is sound and with specific objectives.
No, if the teacher is working for the summer without any sort of supervision or guidance.

Question: Do you feel it would be as valuable as participating in an academic course on campus?

Yes, if curriculum development tools are the resultant product. Inform the President, Provost, and others what has been accomplished to this point. This seems to be the "innovative" kind of program in which Dr. Fite is interested. I especially liked the reaction made by one participant that he formed a more realistic attitude (or tool) with which to evaluate his students as they perform. This is academic.
Yes, to extent; limited amount of time (10-15% of program). Would be a most valuable adjunct to formal type education. Very scholastic and they benefited. Not as immediate to the teacher, but an upgrading of teacher's capabilities and expertise.

Question: What do you think would be necessary for departments at Eastern Illinois University to provide inservice work experience credit programs for large numbers of area teachers?

A coordinator--across the board for all areas on campus
A pre-session seminar
Pre-approved plan before work
Advanced level performance
Periodic assessment and evaluation (final)
Final seminar for exchange of experiences--presentation and review of the work experiences, copies of which are submitted to principal, school board, and university coordinator

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Coordinator mandatory--have need to identify
Pre-approved plan
Assessment easily done (periodic, final)
A variable hour course

Question: What kind of organizational structure would you visualize--departmental? campus wide? Special courses? Maximum number of hours? Special finances to support the program?

You have here the charter group--you need more publicity. Include the Departments of Business Education, Industrial Arts, Guidance, Health Education and Home Economics. Have one semester hour course, 1-5 hours.

Question: What suggestions would you make for further action regarding the expansion of an inservice work experience program?

Present it to higher authorities for review at this point.
Make work thus far (and it is excellent) known to President Fite and Vice President Moody.
Call upon each teacher here to spread the word (and emotion) to other teachers in their school.
Rerun this seminar type meeting--invite President Fite and Vice President Moody, invite each teacher and his/her superintendent/principal.
Set up the seminar for one-half day this summer.
Move on the project--only at later date. Have dinner/luncheon meeting with seminar.
This is too good to let go. Need to step up the activity at the university level and keep going.

Responses of Business/Industry Personnel

Question: Do you feel that business/industry would cooperate in an extensive program of internship?

Yes, with limits.
Involve representatives of business and industry in planning.
Know plans ahead of time.
Teacher orientation to facility prior to plan program.

Question: Would you be willing to accept three or four teachers a year for a similar type of program?

Hospital--depends on objectives of individual; probably two.
Child care center--three or four per year, depending on area of service.

Question: Did you feel the amount of time was about right considering the desires and motivation of the teacher?

No, two weeks at least. In second year or third year other areas might be included, one area at a time.

Question: What do you vision as the major obstacles in conducting an extensive inservice work experience program similar to one conducted this spring?

Lack of understanding of purpose of program by school administrators.
Knowledge of objectives of program.
Replacement of teachers and timing of program.

Question: A judgment would be that more teachers spent time observing than actual hands-on experience. I am sure in many cases this is quite appropriate and there was really limited opportunity for actual hands-on experience. Do you have any thoughts of how teachers might produce work rather than observe?

In child care or health care facility, observation is important to determine need. May be followed by hands-on experience.

Question: A major obstacle to any large scale involvement of occupational teachers in work experiences will be one of finances--paying for a substitute if done during the school year; possible loss of revenue if teacher completes during the summer; etc. Naturally, there are limitations one can expect from any group in such a cooperative undertaking. Would you have suggestions or various alternatives?

Worked through colleges and institutions.

Question: What other suggestions would you make for further implementation of a similar work experience program on a large scale?

Direct planning with each center involved. A greater number of institutions.

Responses of Teacher-Participants

Question: Do you think most other occupational education staff members at your school would participate in a similar project of work experience? Are there reasons why some would not?

If they were made aware of the value of such a program, yes. I'm sure they would. Substitution would be the only problem.
Some would not if not during the school year. Some would not if no credit was given.
Yes, all but one.
Some teachers would not be willing.
Not if a personal financial obligation were involved.
Most, but not all.

Question: Are there other incentives which you feel would be necessary for other teachers to participate?

Some sort of recognition--a certificate of completion, college credit, etc.
Should be done during school year. Matter of economics.
Other than during the school year you would have to reimburse some teachers.
Being paid for working and school credit.
If one received a stipend or only if it were required for certification.
Other than covering expenses and post-graduation credit. Possibly extended contracts.

Question: Should periodic work experience be required of occupational education teachers for continued certification and program reimbursement?

Yes, it is extremely important to keep up on new events.
No.
Yes, if done during the school year or extended contract.
I don't know that it should be required; however, I feel that it is very worthwhile.
Yes, definitely.
Yes, extended contract basis.
Definitely.

Question: How would you visualize an ideal program of inservice education whereby all occupational teachers would have the opportunity for skill upgrading and work experience in their occupational area?

Acquainting the administration as well as the occupational education teachers.
The teacher should design his/her own program and be directed by a department head, prinicpal, superintendent, etc.
Provide nine and one-half contract with two weeks inservice education.
Opportunity to take time off (reimbursed by school, business or state) to upgrade the teacher.
Involvement of all occupational teachers. Time appears to be the main stumbling block. Everyone is so busy.
Contact industry in all fields related to vocational occupation and set up a program in similar manner such as we have participated.
This would be great--how about an eleven month program with the board of education making a financial commitment for inservice training.
Local school provide for all vocational teachers to upgrade skills.
A nine and one-half month contract for vocational education teachers allowing two weeks for inservice training. Funds provided by local district.

APPENDIX F

CONTRIBUTIONS OF MR. KEN CARAWAY AND MR. DON HOBBS,

ROBINSON HIGH SCHOOL

1. Suggestions and Recommendations

2. Portions of a Report by Mr. Hobbs to the Robinson School Board

The following reflections and suggestions were distributed by Mr. Ken Caraway and Mr. Don Hobbs at the evaluation conference:

INSERVICE WORK EXPERIENCE INTERNSHIP PROGRAM
FOR OCCUPATIONAL EDUCATION

A. Local Education Agency (LEA)

Problems encountered:

1. Locating qualified substitute for release time of participant.
   Solution: Check registry of Superintendent of Educational Service Region for names of qualified substitutes. Interview and establish a list of acceptable substitutes. Employ substitutes at least one day prior to date needed for purposes of orientation to the class by the participating teacher. Participating teacher prepare thorough instructional materials and procedures to aid the substitute. Qualified vocational teachers are rare. Recommend use of local laymen who may qualify for Vocational Provisional Certificate.

2. Continuing teacher situations are interrupted and are difficult to delegate to a substitute teacher.
   Solution: Prepare teaching units that would terminate on date participant would enter into the inservice job. Participant work with substitute at least one day prior to entering into inservice job. Substitute would submit an instructional unit to consume the scheduled time of the teacher's absence. Participant could be placed on Summer, Christmas, or Easter extended contract for time of inservice training which would eliminate the need for substitute, thereby reducing cost of program.

3. Calendars of events and activities are oft-times adversely affected.
   Solution: Select time of inservice to lessen interference with clubs, contests, and other school activities. Early scheduling of extra-curricular with inservice activities should eliminate most problems.

4. Time allowed for personal experience seems too limited.
   Solution: The work station should be investigated thoroughly to discover areas of experience. Many Vocational teachers may need only eight to sixteen hours where most Cooperative Coordinators may need as much as eighty hours to experience a broader scope of various jobs on more than one work station. Time on a work station should be coordinated between teacher and officials of company to ensure broader experiences.

5. Administrators would favor this effort if it was available for all teachers rather than just Vocational Teachers.

Solution: Administrators should be involved in all the planning of the total program. Administrators should present proposals to their Boards of Education to simultaneously involve all other teachers. It is important for all teachers to become familiar with business and industry to understand how their particular field of teaching is affected by local business and industry. Administrators should be required to visit the training station to observe the teacher's activities and evaluate it's benefits to the students.

6. Seasonal problems of employers prevent little or no participation at that time.
   Solution: Good planning with the employer by the teacher should help prepare a schedule which would prevent many seasonal problems.

7. Board policy may not allow or grant credit for the teacher for advancement on salary schedule, where teachers are required to report so many credit hours of professional training for a specified period of employment.
   Solution: Credit for experience should be arranged through a University or College so that Boards of Education can justify accepting the credit toward advancement on salary schedule or to meet Board credit requirements.

8. Teachers participating who have to leave the district, county, or the state to locate training stations may have difficulty in receiving Board of Education subsidy for expenses incurred.
   Solution: Reimbursement for travel - out of the district - should be provided to the participant. It should be expected that a participating teacher would find work stations within the district involved. However, in some cases it may be necessary for the teacher to find work stations out of the district in order to avail themselves of the best situations for training.

9. General Education Teachers should be informed of the program and its possible future effect on them in order to get their acceptance and cooperation with Vocational Teachers.
   Solution: Acceptance of the program for Vocational Teachers by General Education Teachers is vital. A thorough explanation of the program and its possible effect on other teachers should be given both to school faculty and to the general public. Some similar type of "inservice" release time should be provided for all teachers.

10. Participation in extra-curricular activities may require after-hours services of the substitute teacher because of the participating teacher's duties and time schedule on the "inservice" job.
    Solution: Vocational Teachers who sponsor clubs and other activities should have to continue those activities during the release time. However, should the activity interfere with the "inservice" training, the substitute should be fully informed and prepared to fill in for the teacher.

11. Seasonal or irregularly scheduled activities, curricular or extra-curricular, of the participating teacher may cause the "inservice" training to be intermittent rather than continuous.
Solution: Seasonal aspects of a work station can work to the advantage of the participant. Many new or different activities occur during seasonal sales, production, or service periods (Christmas, Easter, etc.). Scheduling should be arranged so that the participant may experience both the normal and the seasonal aspects of the job.

12. Labor union policies or contracts plus company personnel policies may disrupt or delay the beginning date or cause early termination of the inservice agreement.
Solution: Delays, terminations, disruptions, etc., of the training situations can be generally prevented or kept to a minimum by approaching the Union official with a good explanation of the program. It may be necessary to secure a temporary work permit or other document to satisfy union contracts and agreements.

13. Workmen's Compensation and other employee benefits may cause some concerns and/or prevent participation.
Solution: A participant should not replace a regular worker, even for a short period of time. A participant should not be paid by the work station. Therefore, if it is understood that the teacher is to observe more than produce, there should be no problems. Actual hands-on activities should be encouraged for the teacher but not in the capacity of making a product, providing a service, or contributing to the output of the business or industry.

B. Values of Experiences:

1. For the new teacher in a Community, becoming acquainted with business and industry in the Community.

2. For the established teacher, becoming reacquainted with local businesses and industries and of changes and new methods being used.

3. Technology has produced new tools, methods, and processes. This would allow any teacher to be updated on advances in these areas.

4. Determine the extent of revision of the "work ethic" as society changes and values of training and employment are also changed.

5. Determine how school equipment, tools, etc., which are different than in industry, can be used to achieve the results industry expects.

6. Establishes rapport with laymen for assistance in future program planning.

7. Allows teachers to associate with craftsmen so that an exchange of ideas can benefit the teacher's effect on his students.

8. Affords the teacher the opportunity to observe, first-hand, changes which may reflect new skill needs in school training.

9. Allows the teacher the opportunity to participate in relationships between employees and between employers and employees.

10. Helps the teacher to see the impact and importance of every aspect of the business and industry from raw materials through management, productions and sales. Most school systems have fragmented programs, not coordinated enough to teach the importance of the overall picture of business and industry.

11. Provides a ready source of field trips for information on business and industry that is not taught in the school.

12. Provides a broad field of resource people for guest lecturers, programs, etc.

13. Gives the teacher an opportunity to get assistance in recommending new tools and equipment for the school.

14. Recognizing the needs of industry for the types of workers not now being trained.

15. Presents the teacher an opportunity to suggest possible changes to the business or industry which may be helpful in working with new or recent graduates.

16. Suggest or volunteer "inservice" training programs to the business or industry in which the teacher may participate.

17. Gives the teacher more specific examples of the aspects of "The World of Work."

18. In Cooperative Education, it definitely affords the Coordinator an opportunity to establish training stations for his students.

19. Much information can be gathered to assist the Cooperative Coordinator in writing training plans and cooperative agreements.

20. Presents a ready source of printed information about the Company, its service or product for use in Related Study Classes.

21. "Getting out of the classroom," would encourage the teacher to expand the educational influence more into the students' homes and extra-curricular activities.

22. A reciprocal program of having businessmen and industrialists visit the school would further enhance the program's effectiveness.

23. Builds self-confidence in the teacher because he is knowledgeable of the total effort of "education for earning."

24. Prepares the teacher to present a true picture of all jobs as the employee must perform and react with other employees and management.

25. Evolve industrial techniques into teaching techniques.

26. The greatest value is causing a closer association between industry, business, students, teachers, parents, and the Community for clarification and agreement as to the goals of education and the "World of Work."

C. Recommendations:

At the earliest possible date, establish a program of "inservice" for all vocational teachers in accordance with the results of this experimental effort.

1. Publish the results of this experiment for Boards of Education and Administrators to examine.

2. Recommend legislative action on the State and Federal level so that participation will become more universal.

3. Establish list of companies that would participate with colleges and universities on a broad based program state-wide.

4. Inform D.V.T.E. of the tremendous value of this type of program and solicit financial and administrative assistance for state-wide programs.

5. Investigate the possibilities of operating the program during the Summer. This would eliminate many local administrative objections such as substitute teachers, etc.

6. Offer the program through the auspices of a College, University, or D.V.T.E. and issue a certificate or credits which would be recognized by Boards of Education for advancement on the salary schedule steps.

7. Summer programs, when a substitute is not needed, may encourage a Board of Education to subsidize the teacher's pay during the training period.

8. Petition the D.V.T.E. for special recognition certificates or classification for the participating teacher.

9. The teacher should have release time within the first quarter of the school year so that experiences can be of value immediately.

10. The University and the D.V.T.E. should present certificates and/or plaques, etc., to participating businesses and industries for the assistance. Initiate local news releases, etc.

A portion of a report presented by Mr. Don Hobbs to the local school board:

INSERVICE WORK EXPERIENCE INTERNSHIP PROGRAM
FOR OCCUPATIONAL EDUCATION

Early in March I was contacted by Dr. Sexton from the Health Education Department of Eastern Illinois University, Charleston, Illinois. He came to Robinson and discussed with me, Ken Caraway, Mr. Trimmer, Mr. Butler, and Mr. Livingston the possibility of allowing one of our teachers some release time for research into "Inservice" Training for Vocational Education Teachers. Subsequently this research program was approved by the Board of Education.

My inservice program was planned by Dr. Sexton, Mr. Caraway and myself for the purposes of giving inter-related cooperative education teachers on-the-job training in local industries. Mr. Caraway and I met with five local industries and discussed the program with them. The program was approved and each company agreed to participate.

The objective of this pilot program was to study the feasibility of school districts in the State of Illinois to release vocational teachers from teaching assignments for a specified period to return to industry to update knowledge, skills and techniques used in their teaching.

My program consisted of forty hours of on-the-job training in five local industries. I spent four to five hours per day for two and three days per week on the job. I was able to get "on hand" experience, observe many operations and discuss many problems and concerns of production in each business or industry.

I found every industry that I visited very helpful and receptive to the idea of inservice training for teachers. I was impressed by the employees of the local industries and their eagerness to help in my training. I felt that each place that I visited actually became more interested in the programs at the school.

I am attaching a copy of my report which Mr. Caraway and I will be presenting to a panel at Eastern Illinois University, on June first.

Donald E. Hobbs, Vocational Instructor

The following is a one day log of experiences compiled by Mr. Hobbs:

Training Station: L. S. Heath & Sons Company
Supervisor: Dick Inboden, Pete Spaul
Time in Training Station: Eight hours

Skills	Observed	Performed	Discussed
1. Maintain packing machines	X		X
2. Cleaning machines	X		X
3. Cleaning plant			X
4. Welding - tig - arc.	X		X
5. Machine shop work (maintenance)	X		X
6. Maintenance - electrical			X
7. Adjusting packaging machines	X		X
8. Care for commodities	X		X
9. Warehousing	X		X
10. Weighing candy bars - maintaining standards	X		X
11. Wrapping candy	X		X
12. Inspecting candy line	X		X
13. Taste test panel			X

	Skills	Observed	Performed	Discussed
14.	Checking quality of products	X		X
15.	Hand packing candy	X		X
16.	Cooking candy	X		X
17.	Safety requirements	X	X	X
18.	Read thermometers	X	X	X
19.	Read gram scale	X	X	X
20.	Measure tank storage	X		X
21.	Read pressure gauge on tank storage	X	X	X
22.	Operate fork lift	X		X
23.	Operate storage tank for sugar	X	X	X
24.	Fill sugar wagons	X	X	X
25.	Unload sugar truck	X	X	X
26.	Load trucks - proper loading of axles			X
27.	Unload railroad cars (sugar cars)			X
28.	Inventory and check shipments	X	X	X
29.	Label and date products received	X		X
30.	Storage of products received (paper, wrappers, almonds)	X		X
31.	Inventory warehouse (almonds, paper, sugar, chocolate)	X	X	X
32.	Inventory candy line (paper, wrappers, boxes)	X		X
33.	Ordering products (wrapping, butter, sugar)	X		X
34.	Operate calculator	X		X
35.	Figure quantity of materials	X	X	X

	Skills	Observed	Performed	Discussed
36.	Setting up product shipment and cases	X		X
37.	Cutting paper with paper cutter	X		X
38.	Read and interpret shipping receipt	X	X	X
39.	Storing materials in warehouse	X		X
40.	Know warehouse codes for line use	X	X	X
41.	Plan for daily line usage from warehouse	X		X
42.	Unload sugar trucks			X
43.	Operate battery charger for fork lifts	X		X
44.	Store almonds	X		X
45.	Filing reports and inventories	X		X
46.	Driving a truck	X		X
47.	Read production schedule	X		X
48.	Plan work schedule	X		X

Knowledge gained at training station:

1. Warehousing procedures.
2. Shipping and receiving procedures.
3. Importance of team work of all departments in manufacturing one product.
4. Inventory procedure for large warehouse.
5. Inspecting and adjusting package machines.
6. Procedures used in over-all planning to fit production schedule.
7. Testing products received.
8. Proper storage of raw products.

9. Standards used to maintain quality of product.
10. Training plans used by the company to train employees.
11. Shifting production schedules to use materials and equipment available.

Units to incorporate into I.C.E. Related Study:

1. Warehousing occupations.
2. Inventory procedures.
3. Quality testing of products.
4. Your job in production.
5. Mechanics related to industry.
6. Assembly line worker.
7. Packaging along a line.
8. Personnel.